REPORT RESUMES

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THE NATIONAL LEADERSHIP CONFERENCE ON CONSUMER EDUCATION AND FINANCIAL PLANNING (MARYLAND UNIVERSITY, COLLEGE PARK, JUL 18-19, 1966). PROCEEDINGS.

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THE NATIONAL LEADERSHIP CONFERENCE ON CONSUMER EDUCATION AND FINANCIAL PLANNING WAS A PILOT PROJECT TO BRING TOGETHER STATE DEPARTMENT OF EDUCATION CURRICULUM OFFICIALS FOR AN EXCHANGE OF IDEAS. THE 19 PARTICIPANTS, REPRESENTING 16 STATES, FORMED FOUR INTEREST GROUPS--CONSUMER EDUCATION RELATED TO BUSINESS EDUCATION, ADULT EDUCATION, HOME ECONOMICS, AND TOTAL SCHOOL (K-12) PROGRAMS. RECOMMENDED PLANS FOR THE INITIATION OF PROGRAMS IN CONSUMER EDUCATION INCLUDED SURVEYING PRESENT PROGRAMS, IDENTIFYING SPECIFIC NEEDS FOR PARTICULARIZED CONSUMER EDUCATION, DEVELOPING PUBLIC RELATIONS ACTIVITIES TO STIMULATE INTEREST, ESTABLISHING STATE POSITIONS OF CONSUMER EDUCATION COORDINATOR, DEVELOPING IN SERVICE MEETINGS FOR TEACHERS, PRINCIPALS, AND SUPERVISORS IN CONSUMER EDUCATION CONTENT AND METHODS, SELECTING MASTER TEACHERS AND EDUCATION SPECIALISTS TO DEFINE CONSUMER ECONOMIC CONCEPTS AND BEHAVIORAL GOALS, AND ORGANIZING THE PRINTED MATERIALS, AUDIO VISUAL AIDS, AND COMMUNITY RESOURCE PEOPLE IN A CLASSIFIED LIST FOR LOCAL SCHOOL USE. DOCUMENT INCLUDES SUMMARY OF GROUP REPORTS, LIST OF PARTICIPANTS, AND TEXTS OF THE LECTURES PRESENTED. (AJ)

ED016906

PROCEEDINGS OF THE NATIONAL LEADERSHIP CONFERENCE ON CONSUMER EDUCATION AND FINANCIAL PLANNING

AC001 933

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PROCEEDINGS OF

THE NATIONAL LEADERSHIP CONFERENCE ON CONSUMER EDUCATION AND FINANCIAL PLANNING

JULY 1966

UNIVERSITY OF MARYLAND, COLLEGE OF EDUCATION

Center of Adult Education, College Park

SPONSORED BY

THE NATIONAL COMMITTEE FOR EDUCATION IN FAMILY FINANCE

CONDUCTED IN COOPERATION WITH

THE PRESIDENT'S COMMITTEE ON CONSUMER INTERESTS
AND
THE U. S. OFFICE OF EDUCATION

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REPORT ON
THE NATIONAL LEADERSHIP CONFERENCE ON CONSUMER EDUCATION AND FINANCIAL PLANNING
UNIVERSITY OF MARYLAND
JULY 18 - 29, 1966

OVERVIEW

The National Leadership Conference on Consumer Education and Financial Planning at the University of Maryland was a pilot project to involve state department of education representatives in an exploratory consumer education experience. The project was sponsored by the National Committee for Education in Family Finance in cooperation with the President's Committee on Consumer Interests and the U.S. Office of Education because of their mutual interest in furthering the development of a more informed consuming public. This was a pilot project for National Committee for Education in Family Finance sponsorship, since they have for the past nineteen years supported university courses of instruction for teachers in personal and family money management.

In order to provide opportunity for exploration, the Conference Director defined the purpose as follows: "The functioning of the family unit draws on several disciplines for concepts that are necessary to effective family living. The role of the consumer in the American economy is complex and dynamic; what concepts are fundamental to intelligent consumption for the family? Management is not a function restricted to the business enterprise; what management concepts are employed in daily family decisions? How can individual abilities and resources be most effectively utilized for the attainment of the individual's family goals? Where in existing curricula can we most effectively integrate the teaching of family values, financial planning, and the role of the consumer?"

The National Leadership Conference was designed for state department of education curriculum officials who were responsible for, or interested in, consumer education, and who could address themselves to this purpose. In response to Mrs. Esther Peterson's invitation, representatives from the following states participated in the Conference:

Alabama
Arkansas
District of Columbia
Florida
Georgia
Kansas
Massachusetts
Missouri
Montana
New Jersey
New York
Ohio
Pennsylvania
South Carolina
Texas
Washington

The Conference structure included four broad areas: 1) representative consumer education-financial planning content; 2) existing, effective consumer education programs and practices; 3) the dynamics of curriculum change in American society; and 4) interaction among participants to result in observations and proposals concerning activities appropriate to state department of education programs.

Leadership for the conference was provided by the Conference Director, C. Raymond Anderson, Professor of Business Education, University of Maryland, and two consultants: Dr. Clifford Bebell, Chairman, Department of Education, Southern Colorado State College and Vice Chairman of the National Committee for Education in Family Finance; and David Schoenfeld, Education Consultant to the President's Committee on Consumer Interests and Coordinator of Consumer Education, Lincoln High School, Yonkers, New York.

The costs for the Conference were divided in that the University of Maryland grant from the Institute of Life Insurance was utilized for instructional costs, staffing, housing the Conference and the participants, providing a daily lunch, and a banquet. The National Committee directly sponsored a second banquet. The states involved paid transportation for the participant and other personal costs. The U. S. Office of Education acknowledged that states having funds under Title V of the Elementary and Secondary Education Act could use these funds for travel to the Conference.

In addition to formal presentations, the Conference included panels, illustrated lectures, talks using the overhead projector, demonstrations, informal luncheon "chats", question and answer sessions, total group discussions, and small group discussions. Since sessions were scheduled from 8:30 a.m. through 9:00 p.m., the participants experienced "total involvement" during the two week period. This often included breakfast, dinner, and midnight snack. Following their formal participation in the program, many of the Conference speakers joined the conferees in informal group experiences, and several came back on additional days to pursue interests and problems in more detail.

Instructional and professional materials dealing with consumer education, personal economics, money management, and financial planning were contributed by publishers, consumer organizations, manufacturers, retailers, trade associations, service institutions, government bureaus and agencies, and school systems for distribution to the participants.

For purposes of presenting a Conference report, the nineteen* state department of education representatives in attendance categorized their interests in consumer education as being related to 1) business education, 2) adult education, 3) home economics, and 4) total school (K-12) program.

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*Seventeen official representatives from 16 states, plus two unofficial representatives. The airlines strike prevented attendance by other interested representatives.

Following the summary session and conference evaluation, it was decided the total Conference proceedings should be published so a diversity of persons and agencies interested in consumer education and financial planning could utilize the outcomes of the Conference. The significant Conference results follow in two parts: 1) results of unstructured discussion representing "give and take" reaction, and 2) results of planned small group reports aimed at planning an approach to Consumer Education according to subject fields.

RESULTS

In an attempt to most effectively use the wealth of experience and knowledge, and the variety of views and approaches represented by the Conference speakers, participants, and leaders, unstructured discussion sessions were used as a free exchange of observations, analysis, and conclusions. From these total group discussion sessions the following observations, problems, projects and approaches were defined:

OBSERVATIONS:

1. In education we are way ahead on ideas, but far behind time in actions.

2. There is a vast quantity of materials available to bring facts and information to the consumer, individually or for school programs.

3. The community is full of resource people who can make valuable contributions to the school program in Consumer Education.

4. There is an obvious need for Consumer Education for all students since currently only about one tenth of the students get even an orientation to consumer problems and practices.

5. Since consumer education involves an across-the-board approach to subject matter, it would seem an ideal topic for team teaching--teaming up teachers of mathematics, business, social studies, home economics, and problems of democracy.

6. This area of Consumer Education seems like a good place for an experiment with a group of competent teachers who would work up and teach a subject-integrated course combining experiences in economics, consumer education, family studies, law, money management, mathematics, and social problems using flexible scheduling, individualized assignments, team teaching, and multi-media.

7. As rather astute people, teachers can often draw upon their own practices and personal money-management experiences as guides to problems and common-experience approaches to the student.

8. We need to work on a "principles approach" to Consumer Education because the differences in income, social values, and personal goals make it meaningless to teach the specifics of buying.

9. A team or group of interested and informed principals and teachers in a given school district will have more potential for initiating a Consumer Education program than individually scattered teachers within the system.

10. Good adult education programs in Consumer Education, or in the use of consumer information, could convince parents of the value and need for Consumer Education in the regular school program.

11. The self-interest of everyone concerning his ability to get a "good deal" for his dollar leads to devotion and personal commitment. These give Consumer Education built-in motivation.

PROBLEMS:

1. The socio-economically deprived and disadvantaged inner-city groups probably need Consumer Education most, but we often do not reach them. How can we get around our middle-class orientation? How can the schools use Consumer Education to the advantage of the disadvantaged? Could Consumer Education, with its built-in motivation, be one of the most practical vehicles for teaching the disadvantaged?

2. The word "economics" scares some people away; the name "consumer education" can have a negative connotation to some people: is "personal finance" the most desirable, non-threatening name for this area of study?

3. In defining a State Coordinator for Consumer Education, you must be careful because 1) when someone takes the responsibility, everyone lets him; and 2) when no one has responsibility, no one follows through.

4. A typical educator's practice has been to protect his own field of security; we certainly need to find a way to work across classical subject area lines into a broad approach.

5. Teaching often becomes stereotyped and textbook oriented; we need to broaden the classroom out into the community, add practical, current experiences, and use other resource people, resources, and references.

6. It is difficult right now to find truly competent Consumer Education teachers because the study cuts across so many lines and requires a variety of competencies. Is the answer to develop college or university consumer economics-family life-money management programs to better prepare teachers?

7. Is part of the problem in getting recognition for the need and value of Consumer Education related to our need to redefine educational goals in terms of behavioral outcomes? Our classical subject area departmentalization is based on "understandings" as goals rather than behavior.

8. A State Department of Education Coordinator of Consumer Education would seem to be a way to coordinate the diverse fields of interest involved. This person could cut across classical departmental lines, but, if he were operating at the level of other subject area State Department supervisors, would he have authority for change in the other areas?

9. Is there a Teacher Committee at the State Department of Education level that cuts across the subject lines of professional educators? (The group members reported that there was such a committee in Seattle and in Florida, and an Advisory Committee in New York.)

10. If the State Department of Education would prepare Consumer Education material, what should this include? At what grade level? In how much detail? Who is best qualified to prepare it? How is it made usable at the local level?

11. The State Departments of Education have a problem in getting materials accepted because they are received with the attitude that they are the "word from on high". Thus, State guides are becoming more skeletal so the local schools will get "big ideas" and develop them according to local conditions. This sometimes doesn't make the best use of specialist knowledge or ability at the State Department level.

12. With the fast moving pace of education today--interim deadlines, rush proposals, pressures of money--how do we plan and build programs in which we recognize value (such as Consumer Education), but which do not have the push of the public?

13. While each of us is going to report to his State Commissioner of Education, are the Commissioners ready to accept our ideas and enthusiasm concerning Consumer Education? How do we spread our concern and enthusiasm?

PROJECTS AND APPROACHES:

1. Materials produced by the State Department of Education are more acceptable at local levels if they are prepared and submitted to selected areas on an experimental basis. After teachers have used them, and district or systems supervisors have had an experience and evaluation of them, get together for a face to face discussion of the materials with the teachers who have used the "trial" materials. Revise the materials to incorporate the ideas and suggestions of the users, then publish and distribute for wide use.

2. There seems to be an opportunity for regional plans--Appalachian, Ozarks, Indian, Mexican, Puerto Rican areas--for the inauguration of Consumer Education teaching guides rather than single State efforts.

3. In cooperation with the President's Committee on the Consumer Interests, it may be possible for the U. S. Office of Education to sponsor workshops on the development and use of Consumer Education programs and materials.

4. Any nature of workshop or regional effort should not be only for teachers but should include school principals as they often exert the major control on the curriculum. Some of the national organizations for principals, supervisors, superintendents, and commissioners should include sessions devoted to the teaching of consumer information.

5. State-wide meetings to share the ideas and enthusiasm of this Conference should be held. Also, there should be cooperation between State Departments of Education and universities to have workshops and courses for teachers.

6. The extensive use of summer programs with master teachers and demonstrations of methods and techniques would help teachers to know how to integrate Consumer Education content into all subject areas.

7. Each state should have a Consumer Education Consultant who would seek every means possible to work cooperatively with other state governmental agencies; local and state teacher's associations, and public non-profit organizations. He should attempt to bring these many related agencies together under a creative and coordinated plan to add impetus to the Consumer Education program of the state.

8. There should be some certification requirements for teaching consumer education--financial planning courses; they should include required work in sociology and in economics.

9. A computerized file of teachers' qualifications, backgrounds, and experiences (such as those in Kansas and Florida) would be helpful in identifying those best qualified to teach and those who would benefit most from in-service work.

10. We should look for "surprises", new ideas, big opportunities, and new ways to work with other agencies and school systems. We should use little opportunities to make an impact and a beginning; we should not be rigid in our patterns of work.

SUMMARY OF GROUP REPORTS

The complete reports of the four interest area groups--Business Education, Home Economics, Adult Education, and Total School (K-12)--are contained in the appendix of this report. The highlights of these reports are presented here in summary form as recommended steps to action by the State Department of Education participants for the initiation of programs in Consumer Education--Financial Planning.

1. Use surveys, research, and evaluation instruments to determine what is being done in the state in any aspect of Consumer Education at all levels--primary, intermediate, junior high, secondary school (by various departments), adult and community programs.

2. Identify specific needs of various groups for particularized approaches to Consumer Education; for example, programs appropriate to inner-city children, suburban youth, disadvantaged youth, adult basic education, adult continuing education.

3. Develop public relations activities to stimulate interest in Consumer Education among educators, businessmen, service groups, PTA's, and other state agencies. Use newspapers, state education journals, lectures, TV spots, and educational TV for this program of stimulation and definition of need.

4. Establish a state position of Consumer Education Coordinator who would have freedom to cross established department and grade level lines, and have the zest and insight to incorporate numerous state agencies and facilities into the program.

5. Develop workshops and in-service meetings for teachers, principals, and supervisors in content and methods of Consumer Education. Teachers would also participate in developing materials for the Consumer Education and Money Management areas. These meetings would be followed up with consultant services, advice, and assistance in implementing programs at the local levels.

6. Select qualified master teachers and State Department of Education specialists to define consumer economic concepts and behavioral goals that are appropriate to the various existing subject areas and publish and distribute these guides.

7. Organize the great wealth of printed and published materials, audio-visual aids, and community resource people into a classified list by grade level and subject field for local school use, and disseminate this information widely.

SUMMARY SESSION

Summary of Experiences

(as Reported During the Conference Summary Program by C. Raymond Anderson, Conference Director)

The National Leadership Conference on Consumer Education and Financial Planning has been an outstanding success because as a group we have confronted our problems, defined our competencies, recognized our needs, and as a composite group, we have moved, grown, learned, and changed behavior.

The rich, warm sensitive experience we have known for these two weeks will affect our behavior for years to come--and I'm sure it is also going to affect the behavior of those we will be communicating with.

I had no idea that so diverse a group could congeal so extensively, and yet, I should have known that dedicated, sensitive leaders in education would display the congeniality of mutual intellectual curiosity.

My plan for this Conference made sense to me--and it has obviously also made sense to you. Regardless of your definition of the family unit, understanding the family structure is basic to any professional approach that would have impact on the family, so we looked at it; and then we had a court experience with the process of dissolving the family.

Beyond the family, individuals interact within the aura of federal and state government, or private enterprise. We looked at the role of each in reference to consumer protection.

Housing, transportation, and food are basic to our society, so we touched them as subject matter relevant to the education of the consumer. Important aspects of financial planning include insurance, investments, and retirement plans, so we touched on them.

And, in our present culture, advertising plays a dominant role in changing behavior--so we took a look at the effector and the effects.

Then, as initiators of action, we needed an approach, some guidance, some goals.

We were told by Commissioner Howe to address ourselves to "...health, economics, and quality of life in as broad a curricular attack as possible..." Mrs. Peterson suggested "..we need an educated people making rational decisions in a democratic society in order to maximize the quality of life."

Vice President Humphrey told you "...to find new and original approaches to education or we will go on condemning millions of Americans to generation after generation of intellectual and economic deprivation."

The Norfolk City experience gave us an image of success to aspire to and a respect for the value of total commitment. This, of course, was complemented by the total school program of Lincoln High School as presented by Dave Schoenfeld.

And, to sharpen our teeth and jog us into real innovation (the Washington by-word) we heard from Pritzkau, Mackenzie, Bebell, and Neville ... big ideas ... new educational concepts ... new curriculum approaches .... We have to learn to live with them now; but we've been jogged!

We were oriented to the future of our educational relationships in Consumer Education by hearing the ideas of the Association of Secondary School Principals and the methods of support by the federal government.

And, for me, Spencer Smith tied up all these facets of our consumer centered society by putting the future of economic growth into perspective with the past decades of American economic development.

We have moved, we have grown, we have learned, we have changed. We have raised many questions; we have answered few. I implore you to continue questioning--be the "first behaver". We have "Big Ideas" today; be sure you have "Big Ideas" tomorrow.

Summary Comments by Conference Consultant, Dr. Clifford Bebell,
Chairman, Department of Education,
Southern Colorado State College

One of the most difficult aspects of conferences and in-service work is to maintain interest and motivation when the participants return home. With many demands and responsibilities it is difficult to translate inspired ideas into reality. You are confronted with problems of power structures, face-saving maneuvers, evaluation criteria, and communication channels, so it is hard to break out of the mold. I am pleased with the insight you display and encouraged by your motivation. I'm sure you people right here will be important to the leadership of State Departments of Education in the developing role of Consumer Education.

Summary Comments by Conference Consultant, David Schoenfeld,
Lincoln High School, Yonkers, New York

The Conference results encourage me in my interest and belief in Consumer Education because the participants are so capable and enthusiastic. Apathetic administrators are serious blocks to innovation. Specific decrees from non-specifically informed members of the educational hierarchy often do more harm than good. Our participation in this Conference experience has certainly done a lot to bring about understanding and establish a basis for action. I hope you will give me the opportunity to help you whenever possible.

Summary Comments by Robert E. Gibson, Executive Secretary,
National Committee for Education in Family Finance

We are pleased with the tremendous interest and enthusiasm generated here. A letter will go to your State Commissioner of Education from our office commending him for sending you and reminding him that you are a valuable resource person in Consumer Education-Financial Planning activities. You should, from this experience, feel supportive and supported. The National Committee is ready to help you in your states;

ask us for assistance. We have scholarships available to workshops at universities throughout the states. We have materials available and are producing more. We can help you secure good speakers and we intend to keep current with the availability of funds from all sources. The National Committee thanks you for participating in the Conference and encourages you to turn your interest into action.

Summary comments by Arthur E. Rowse, Special Consultant, representing the President's Committee for Consumer Interests

Mrs. Peterson sends her compliments to you for participation in a unique and challenging Conference. I would like to leave the thoughts of a great man with you: "Socrates, a wise and great man, went around the country telling people what to do; he was poisoned." Our aim (the President's Special Committee) in joining in the conduct of this Conference is not to tell people what to do, but to help produce ideas and engender interest.

Summary comments by Mrs. Marie Huff, Co-Chairman of the Summary Session, (participant from Missouri)

This Conference has certainly been a most inspiring experience for me and I would not feel that I had "earned my keep" if I did not go back home and do something to stir a program into action. Surely my Commissioner of Education (and yours) must have thought this was worthwhile as he was anxious for me to leave my duties and come here for two weeks. I feel in his so doing that he has an interest in seeing something fruitful come about from my participation.

One of the first things I'll do upon return to Missouri is roll up my sleeves and say "If it is to be, it is up to me". Then I will plan a planning meeting with my associates before going to my Commissioner because he likes to get down to the brass tacks of what can be done.

I think now an "across-the-board" approach of distinct projects is most feasible because we need to use good teachers, good schools, and good resources, together with an experimental attitude. For this kind of project, I will use what I call "pacesetter superintendents". After the model is created, others will follow.

Another idea we can work on is to identify unique situations that provide fertile opportunities to fill immediate needs - low income groups, high income groups, groups living on fixed income (the aged), geographic "poverty pockets", or young couples (you could reach them through nursery school registrations). The development of an interesting and successful program for a special group will lead to further opportunities for action.

Another item that is important is publicity. We could all write more articles, submit press releases, circulate tape recordings, promote programs by community service radio announcements, and use all opportunities to get many people interested and involved.

We have each been enthusiastically collecting boxes full of printed and published materials, and we have had many more available to us for use during the Conference. Another thing, then, that we can do will be to prepare a list of resources and references relative to certain topics, interest areas, and grade levels. Program planners, curriculum writers, and teachers will all derive value from such a list.

Of course, we will all work on in-service teacher education sessions devoted to Consumer Education. We will have new ideas, topics, resources, and approaches for our workshops and regional or district meetings, but another new idea that has grown out of the spirit of this Conference is the development of Teenager Seminars in Consumer Practices with sponsorship from the local J. C. Pennys, Sears, or other retailers or retailers associations.

I'm sure that I speak for the group when I say these are just some of the ways in which we can turn the facts, inspiration, enthusiasm, and resources of this Conference into effective leadership when we get home.

EVALUATION

At the time of this writing (several months following the close of the Conference) the Conference may most effectively be evaluated in terms of results, since the participants have generated much activity. In summary, these activities include state-wide meetings of secondary school principals for orientation to the need for teaching students their role as consumers, meetings with commissioners of education and supervisors of instruction for planning state activities, in-service meetings with subject area supervisors and teachers devoted to methods for enriching subject areas through Consumer Education topics, meetings with community leaders and heads of other state agencies for development of coordinated approaches to resource utilization, and initiation of workshops devoted to Consumer Education.

It is believed that the impact of the Conference is just beginning to materialize as long range plans develop. We continue to receive reports of activities and requests for participation in these activities.

However, at the end of the Conference, a reaction evaluation of the Conference was requested of each participant on a form which asked for reaction to each speaker and each activity. Results were compiled from the responses of seventeen participants.

1. There was unanimous agreement on the following points:

   the Conference was professionally worthwhile;
   a wide range of outlook was represented;
   a wide variety of pertinent topics were presented;
   the allotment of time for lectures, discussion, group work and personal time was right;
   an abundance of appropriate references and materials were available;
   the living quarters, conference facilities, and luncheons were excellent;
   the financial arrangement was equitable.

2. In the total evaluation of all forty speakers by all participants,

   *54 percent of the votes defined speakers as "Excellent";
   43 percent of the votes defined speakers as "Effective";
   3 percent of the votes defined speakers as "Inappropriate".

3. In a series of written free-response questions, the participants--

   Agreed that there was a significant impact from the first twelve hours of the Conference during which time they were welcomed by the United States Commissioner of Education, Harold Howe; they lunched and chatted with the Special Assistant to the President for Consumer Affairs, Mrs. Esther Peterson; and dined at the Mayflower Hotel with Secretary of Health, Education, and Welfare, John W. Gardner and heard an address by Vice President of the United States, Hubert Humphrey.

   Agreed that careful planning, considerate leadership, and precise organization had combined to make this a most outstanding educational conference experience.

   Agreed that there was no major weakness in the Conference, but that it may have been better to have two representatives from each state because more good ideas had been dispensed and generated than could readily be assimilated.

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*Percentage figures are based on 680 possible votes.

Agreed that "total involvement" of intensive programming was exhilerating; that the pleasant atmosphere was conducive of excellent human relations; that their fellow participants were exceedingly capable and enthusiastic; and that the speakers were well-prepared and intellectually inspiring.

Another unusual aspect of unrequested evaluation came from a number of the Conference speakers who wrote to the Director to thank him for "allowing" them to have the wonderful experience of talking to this group and commending the group for their interest, creative ideas, devotion, and enthusiasm.

This report was designed to quickly orient the reader to the total plan for the National Leadership Conference on Consumer Education and Financial Planning and to give emphasis to the results; results are most valuable to the participants, the sponsors, and non-participating, interested readers. The remarks of the Summary Session are included to report reaction of the leaders; the Evaluation ... to report reaction of the participants. Additionally, each participant is listed on the following page so they may be defined as valuable resource persons, and the total Conference Program is listed (in order of occurence) as a diagram of the experiences and as an acknowledgment to the speakers.

The appendices following are provided for the reader who is interested in content and details of the Conference. Appendix A exhibits Mrs. Peterson's letter of invitation to each of the state Commissioners of Education and Appendix B exhibits the Conference Director's response to designated representatives. Appendix C provides condensed, edited copy of the lectures presented (visuals are not included), and Appendix D exhibits the complete reports of the four interest groups as presented at the Summary Session.

LIST OF PARTICIPANTS

Dr. Vivienne N. Anderson, Chief
Bureau of Continuing Education Curriculum Development, Albany, New York

Mr. Lawrence Bongiovanni, Acting Director
Bureau of Civic Education, Boston, Massachusetts

Mrs. Myrtice Edenfield, Assistant Supervisor
Home Economics Education, Swainsboro, Georgia

Mrs. Florence Heal, State Supervisor
Department of Home Economics, Trenton, New Jersey

Dr. Raymond W. Heley, Supervisor
Business and Distributive Education, Helena, Montana

Mrs. Bess Hiers, Consultant
Business Education, Tallahassee, Florida

Mrs. Marie D. Huff, State Director
Department of Home Economics, Jefferson City, Missouri

Dr. Hillis K. Idleman, Associate in Secondary Curriculum
Curriculum Development Center, Albany, New York

Miss Nancy Johnson, Supervisor
Home and Family Life Education; Olympia, Washington

Miss Margaret McEniry, State Supervisor
Home Economics Education, Columbus, Ohio

Mr. Norman O. Parker, Supervisor
Division of Secondary Education, Montgomery, Alabama

Miss Margaret Scholl, Consultant
Home Economics Education, Austin, Texas

Dr. William Seldon, State Supervisor
Business Education, Harrisburg, Pennsylvania

Mr. Omar Stevens, Supervisor of Instruction
Department of Education, Little Rock, Arkansas

Mr. J. C. Stultz, Consultant
Economics and Government Education, Topeka, Kansas

Mr. James E. Taylor, Education Specialist
Department of Business and Distributive Education, Washington, D.C.

Miss Edith Williams, District Supervisor
Home Economics Education, Walterboro, South Carolina

(Mrs. Tevis Parker and Mrs. Grapelle Stevens, both elementary school teachers who came with their husbands for a vacation, attended the entire conference and participated in the group activities as unofficial representatives; they found the Conference too fascinating to miss.)

In response to her invitation, Mrs. Peterson was advised that representatives from the following states* would attend the Conference, but the airline strike prevented their actual participation: Maine, Michigan, Maryland, Nevada, Wyoming, California, Oregon, and the Commonwealth of Puerto Rico. Representatives from six states were unable to participate because of lack of travel funds; representatives of nine states had conflicts of schedules; five states were unable to participate for undefined reasons; and ten states did not respond to the invitation.

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*"States" as defined by the U. S. Office of Education include the 50 states and the education systems of the District of Columbia, Puerto Rico, Panama Canal Zone and Guam.

CONFERENCE PROGRAM

SUNDAY, JULY 17 Reception

MONDAY, JULY 18

Greetings to Participants

Mr. Harold Howe II, U. S. Commissioner of Education
Department of Health, Education and Welfare
Mr. Edgar Fuller, Executive Secretary
Council of Chief State School Officers
Mr. David Swankin, Executive Director
President's Committee on Consumer Interests
Mr. Don Davies, Executive Secretary, TEPS, representing
The National Committee for Education in Family Finance
Dr. Walter B. Waetjen, Assistant to the President
University of Maryland
Dr. Morris McClure, Associate Dean
College of Education, University of Maryland

The Contemporary American Family

Dr. Hugo Bourdeau, Assistant Professor of Sociology, Trinity University, San Antonio, Texas

Consumer Education--Its Broad Implications

Mrs. Esther Peterson, Special Assistant to the President for Consumer Affairs

National Planning Conference for Disadvantaged Children

(A joint meeting for the two conferences at the Mayflower Hotel)
Greetings - John W. Gardner, Secretary, Department of Health, Education and Welfare
Welcoming Address - Hubert Humphrey, Vice President, United States of America

TUESDAY, JULY 19

Federal Government Programs and Services for Protection

Mr. David Swankin, Executive Director, President's Committee on Consumer Interests

The Legal Rights of the Consumer

Mr. Thomas B. Finan, Attorney General, State of Maryland

Paradoxes of Our American Culture

Dr. Robert Risinger, Chairman of Secondary Education, University of Maryland

Panel: Consumer Services from Private Agencies

Panel Participants:

Consumers Union - Dr. James Mendenhall, Educational Director
Better Business Bureau - Mr. Leland S. McCarthy, Managing Director
National Consumers League - Mrs. Sarah Newman, General Secretary
Changing Times, Kiplinger Service for Families - Mr. Robert W. Harvey, Editor
Cooperative League of U.S.A. - Mr. David Angevine, Public Relations Director
Consumer Magazine - Mrs. Sylvia Shur, Editor

The Work of the Food and Drug Administration

Mr. Edward Damon, Representative, Food and Drug Administration

WEDNESDAY, JULY 20

Problems in Providing Shelter

Mr. Howard Rooks, Vice President, Shaw Realty, Inc., Alexandria, Virginia

The Market Basket

Dr. Virginia McLuckie, Food Economist, Cooperative Extension Service, University of Maryland

Summary Session with the National Planning Conference for Disadvantaged Children, Mayflower Hotel, U. S. Commissioner Harold Howe II, Presiding

Reception, National Education Association

THURSDAY, JULY 21

Social Consequences of Financial Decisions

Field trip to District of Columbia Domestic Relations Court - Mr. John M. Bischoff, Chief Deputy Clerk

Consumer Education in the Norfolk City School System

Mr. Edwin Lamberth, Superintendent of Schools, Norfolk, Virginia
Mr. William L. Robison, Assistant Superintendent
Miss Virginia R. Gilliam, Supervisor of Home Economics

FRIDAY, JULY 22

Dynamics of Curriculum Development

Dr. P. T. Pritzkau, Professor of Education and Director of Curriculum Center, University of Connecticut

Round Table of Conference Participants on Proposals for State Department Leadership in Consumer Education moderated by C. Raymond Anderson

MONDAY, JULY 25

Protecting Subsistence Through Life and Health Insurance

Mr. William K. Paynter, Vice President, Institute of Life Insurance, New York

The Role of Social Security in Financial Planning

Mr. Alvin David, Assistant Commissioner, Social Security Administration, Baltimore, Maryland

Developing a Financial Plan for Effective Living

Dr. Clifford Bebell, Vice Chairman, National Committee for Education in Family Finance, and Conference Consultant

Reflections on Consumer Education

Dr. Fred T. Wilhelms, Associate Secretary, National Association of Secondary School Principals

TUESDAY, JULY 26

The Role of Advertising in the American Economy

Mr. Nicholas VanSant, Vice President, VanSant, Dugdale, & Company, Inc., Baltimore, Maryland

The Effects of Advertising on the Consumer

Dr. Colston E. Warne, Amherst College, Professor of Consumer Economics and President of Consumers Union

Behavioral Outcomes as a Basis for Curriculum Development

Dr. Richard Neville, Assistant to the Dean, College of Education, University of Maryland

Evaluation of Instructional Materials

Dr. Harlan Miller, Director of Education, Institute of Life Insurance, New York

WEDNESDAY, JULY 27

Education for Social Change

Dr. Gordon Mackenzie, Professor of Curriculum, Teachers College, Columbia University, New York

Problems in Providing Transportation

Mr. Raphael Cohen, Merit Motors, Yonkers, New York

Education in Family Finance--Goals and Programs--(Banquet Address)

Mr. Robert E. Gibson, Executive Secretary, National Committee for Education in Family Finance, New York

THURSDAY, JULY 28

Consumer Education at Lincoln High School

Mr. David Schoenfeld, Teacher at Lincoln High School and Education Consultant to the President's Committee on Consumer Interests

Sources of Federal Assistance to Consumer Education

Mr. Arthur E. Rowse, Consultant, President's Committee on Consumer Interests and Mr. Richard Smith, Legislative Consultant, U. S. Office of Education

Problems in Our Changing Economy

Dr. Spencer Smith, President, Consulting Services, Inc., Washington, D. C.

FRIDAY, JULY 29

Conference Summary Program

Chairman: Lawrence Bongiovanni, Massachusetts
Co-Chairman: Marie Huff, Missouri

Conference Summary Program (Cont'd)

Reports by Chairman of Interest Area Groups:

Home Economics - Margaret McEniry, Ohio
Business Education - James E. Taylor, District of Columbia
Total School (K-12) - J. C. Stultz, Kansas
Adult Education - Norman O. Parker, Alabama

APPENDIX A

LETTER OF INVITATION FROM MRS. ESTHER PETERSON

EXECUTIVE OFFICE OF THE PRESIDENT
PRESIDENT'S COMMITTEE ON CONSUMER INTERESTS
WASHINGTON, D.C.

COPY OF LETTER SENT TO STATE COMMISSIONERS OF EDUCATION

Dear ____________:

I am writing to convey additional information about the National Leadership Conference on Consumer Education and Financial Planning which will be sponsored by the National Committee for Education in Family Finance in cooperation with this office and the Office of Education.

Since writing to you previously, it has been necessary to change the site and the date. The conference now will be held from July 18 to 29 at the University of Maryland in College Park, Maryland, rather than at San Francisco State.

Incidentally, for States that may find it difficult to find funds for travel and meal expenses involved in sending a representative, we have received some encouraging information. The Office of Education has advised us informally that funds approved for in-service training or curriculum improvement under Title V of the Elementary and Secondary Education Act may be used to send a staff member to such a conference. As you know, the NCEFF is underwriting the costs of housing and instructional fees.

It is my hope that every State will be represented by a key official with responsibility in consumer education, preferably a person involved in curriculum development, and that the conference will lead to a new sense of commitment in this important but often neglected area of preparing youngsters for coping with today's complex world.

May we hear from you soon on whether you will be represented.

Sincerely,

(Mrs.) Esther Peterson
Special Assistant to the President
for Consumer Affairs

APPENDIX B

LETTER OF RESPONSE TO DESIGNATED REPRESENTATIVES

UNIVERSITY OF MARYLAND
COLLEGE PARK 20740

COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION
DEPARTMENT OF INFORMATION SYSTEMS MANAGEMENT

COPY OF LETTER SENT TO DESIGNATED STATE REPRESENTATIVES

Dear ____________:

Mrs. Esther Peterson's office has advised us of your planned participation in the National Leadership Conference on Consumer Education and Financial Planning. We are planning both an extensive and intensive program for you.

At present the National Leadership Conference agenda includes

- subject matter specialists to help us with the content of consumer education and financial planning;
- humanities specialists to help us with understanding the activities and needs of the American citizen in relation to his role as a member of a consuming unit--the family;
- curriculum specialists to help us with the process and administration of curriculum development;
- about 25 other chief state school administrators like yourself with experience and problems to be shared and solved.

I have just released copy to the printer for a Conference Program giving you lots of the detail; this Program should be in your hands early in June. But . . ."as a sneak preview" of some of the other aspects of the Conference, we have been able to include several field trips to facilities in Washington, D.C. We have included a luncheon everyday--as guests of the National Committee for Education in Family Finance. We have arranged for your housing, lunch, conference sessions, and work and study rooms to all be in one sparkling new, air-conditioned Adult Education Center on campus. We have managed to leave you some free time during the two weeks to partake of the "Land of Pleasant Living, Chesapeake Bay Country."

All nature of detailed data is forthcoming for your information and use in planning your participation in the National Leadership Conference. In the meantime, please write me for any questions or specifics of particular interest to you.

I enthusiastically await meeting you on Sunday evening, July 17 at a pre-Conference reception we are planning.

Sincerely yours,

C. Raymond Anderson

C. Raymond Anderson
Conference Director

APPENDIX C

LECTURES PRESENTED

(Lectures were condensed and edited by the Conference Director from notes submitted by the Recorder. It is not possible to include with each speech text the many accompanying visuals, reprints, and materials used during the presentations. The remarks of the Vice President are the complete, officially released text.)

Remarks of Greeting

Mr. Harold Howe II
United States Commissioner
of Education

Although I am not an expert in the field of consumer education, I am very glad to encourage this group in formulating long-range plans for consumer education. Organization in this area is badly needed--the more wealthy consumers subscribe to magazines, and can get professional help; but the ordinary consumer faces the constant pressures of the market, and needs a rational, planned basis to deal with the forces and counterforces of the market in which the consumer must deal.

Effective planning of consumer education is needed to prepare the consumer to be a sensible purchaser in our booming economy which is growing vastly in the numbers of consumer products and services which are offered. The schools have a role in doing this job of educating. To me, there seem to be three areas of importance:
1) Health 2) Economics 3) Quality of Life

The area of health is certainly one of great concern to every consumer who is deluged by pressures leading him to be concerned with how he looks, what he weighs, and so forth. The consumer needs guidance through this maze. The effects of tobacco on his health, for example, must be made known to the consumer even though this will take courage in many instances, particularly in states which depend upon tobacco for their livelihood. In spite of obstacles, persons must be presented with the facts and be educated to them--educated people cannot ignore the facts of good health.

The area of teaching economics is important because people, particularly poor people, are subject to a tremendous amount of pressure in the problem of using money and credit wisely. They need consumer education to develop a common sense in the use of credit, since they depend upon it for their cars, appliances, their clothing, and often their food. The Middle Class needs to be educated as well in the wise use of credit since they are depending heavily upon it, too. Many families experience the significance of personal economics when they attempt to finance college expenses for their children. The need for an understanding of economics is illustrated by examples used by a banker speaking to a Bank Credit Installment Officers convention. He defined all the public relations devices used to get people to use bank credit to buy things--boats, education, vacations, second homes, hobbies, air flights--at stated rates of 4 to 6%, which actually carry rates of 8 to 21 percent. Senator Douglas' bill to give the consumer more information about bank credit is presented by the Senator at every session of the Congress, but has not yet gotten the support necessary for passage.

The "Quality of Life" aspect of consumer economics is a fuzzier concept, particularly with the constant focus in the United States on quantity. We have more of many things in the United States, but we need more of an emphasis on quality. We need to arm the consumer so that he will think about quality in both his bodily needs and comforts, such as clothes, food, and housing, as well as his recreation and education. We have more and more leisure time and the consumer needs to think about quality in this area of his life as well. Americans are notably a passive group, content to watch baseball games and races; but as the choices available grow in number, the consumer needs to be educated to choose among them.

How does consumer education fit into the schools? These days everyone wants to use the schools to advance their private interests; many private organizations are preparing materials for use in the schools in order to influence the way the children grow and learn, but in the course of these many endeavors, they often only muddy the water.

Constructive thinking about consumer education in major areas of learning such as mathematics, science, and reading should be developed in order to build consumer education into these areas. The proposal of a specific course in consumer education should be avoided; I urge you to find ways to incorporate consumer education into the very material the students are all studying already. Consumer education is likely to get further this way. Consumer education should be incorporated directly into the present curricular activity as a "part and parcel" of the regular interests and activities of the schools.

Today more people are going further in their education so there is a job for consumer education at the adult level, too. There is also a large number of adults with literacy problems; a concentration on consumer economic concepts while capturing literacy would seem to be a good idea. They might as well read something of value to them while they are learning to read.

Education and our economy are in constant activity and interaction and adult education needs to provide opportunities to develop understanding of consumer problems, problems basic to every family, such as whether to borrow money to send children to college or to spend savings to send them. Considering all the aspects of this is a weighty process; for instance, interest on loans is deductible from income taxes. This is just one related factor to be considered. Consumers need to be educated to consider all the angles.

I encourage the members of this Conference in your work and hope that my views on the matter as just discussed will serve as some basis for thought in your endeavors.

The Contemporary American Family

Dr. Hugo Bourdeau
Assistant Professor of Sociology
Trinity University
San Antonio, Texas

The family is sociologically defined as a subjectively recognized unit residing in one household consisting of a man or more than one man, and a woman or more than one woman (married or not) living together as husband and wife or husbands and wives who may or may not have children who may be the offspring of either, neither, or both.

The first family was apparently the mother with offspring who needed nurture (food and care) with the father's role unknown. There are many unscientific theories about the origin of the family, but we can realistically trace the social evolution of the family. The Nomadic family (matricentric) discovered they could live better as a group. The first mutation occured when man stopped being nomadic and became rooted to one spot; this resulted in the patriarchial family, or the Agrarian period.

Industrialization brought with it urbanization and the second mutation which has lead to the small, urban family which is often matriarchial. The father is away from the home most of the day (or is completely absent from the home) so the mother performs the role of both father and mother. In the urban family everything has to be purchased, thus the family is an unsound economic consuming unit. Smaller families are more desirable in contrast to the large producing agrarian family. An unmarried adult is in a better economic position.

The burden of supporting the family has become heavier and heavier, and the wife has begun to return to work. When this practice began, it was somewhat frowned upon. Now that most women are working to provide luxuries, this is not considered bad. The chaperone passed out of existence. Urbanization changed the locale of socializing from the home to the school, the club, the sidewalk, or the street. There is less and less supervision over the choice of one's mate; there is less supervision of decisions--children make their own. The tabu on the discussion of sex has been swept away. Home is now the place where the family returns to for food, rest, and clean laundry after having pursued various interests. The patriarchial family has collapsed.

Dr. Ernest Burgess of the University of Chicago says the family is not today disappearing, but is undergoing a change of organization. The family is a remarkably flexible institution. The husband-wife-children family is subject to the influences of kinfolk, religion, mores, and law, but when these forces are removed, the family (as originally defined) is still there. Some kind of interaction holds the family together: comradeship, companionship, mutual understanding, sympathy. Some sociologists believe the family is moving into the later stages of a "colleagueship" in which different family members' skills, attitudes, and abilities complement each other. A colleagueship marriage is the aspiration of young people today.

Since the divorce rate is now going down (only 1 in 109 current marriages end in divorce) there is some evidence of the success of colleagueship marriages. There is no tabulation of numbers of separations or poor man's divorce, but younger families are more stable. There is no doubt a rise in mediocre marriages however, which occur when people marry seeking colleagueship but fail at this. They may go along at a lower level of satisfaction than the aspiration of the colleagueship, but not do anything about breaking up the relationship. Almost all of the young people are striving for a satisfactory marriage. When their individual aspirations are met, the marriage is satisfactory.

How can we aid young people to become competent marriage partners? We know there is a need in marriage for health, intelligence, empathy, autonomy, selectivity, and creativity. We develop our spouse image from our own family experiences. (This is significant to the future of children in disadvantaged families, broken homes, and other categories of families on the fringe of what we call "normal" or "average".) We begin to look for these characteristics in our teachers, our relatives, and then in our peers. In dating (a selective process) we try to--consciously or subconsciously--find someone who fulfills as many of our spouse image characteristics as possible. Marriage is embarked upon when the actual spouse replaces the spouse image.

We have evidence that the following elements enter into a satisfactory marriage:

$$SM = \frac{\text{Companionship} + \text{Domesticity} + \text{Sexual Satisfaction}}{\text{Communication}}$$

Companionship depends upon continuing common interests that go on through life. Domesticity accounts for those necessary chores that one or the other must perform during the process of residing together--washing dishes, laundry, taking out the trash and garbage, or cleaning the bathroom fixtures. These are lowly, distasteful activities to encounter when you are engrossed in thoughts of love and romance. Sexual satisfaction, for a satisfactory marriage, by our values today, must be only with the marriage partner. The common denominator, then, is the ability to communicate with one another. So many times we see marriage problems resulting from lack of money, but we can't solve the problems unless the two parties to the marriage can communicate. Our awareness of these factors of marriage may enable us to aid young people in developing the skills or competencies most likely to contribute to a successful marriage.

Moving on now from the colleagueship marriage and the elements of satisfactory marriage, we need to look at the functions of the family. It is currently felt that the following six are the family functions:

1. Replacement--The family is the locale for the replacement of people in the society.
2. Socialization of children--The family is the vehicle for the transmission of tradition, value systems, and custom. The child accepts the family norms as right whether the family is "normal" or not.
3. Education--Only the very basics of education are now performed in the family; we have turned this function over to the schools.
4. Economic security--The family moneymaker is charged with engaging in an income producing activity to support the process of living together.
5. Religion--Here is another area in which the family is now only slightly involved. There is little religious training in the home.
6. Affection--The family provides the locale for the demonstration of concern and affection for others. The degree and effect of affection varies but we do find this continues to be a family function.

Our way of living has lately had a tendency to draw the family apart and to engage various segments of it in separate activities. Even in the church today the family doesn't function as a unit, but is separated with each parent in a separate class, and children in separate groups by ages, or by sex, or by both. The churches promote men's clubs, women's clubs, youth groups, older youth, younger youth, and are continuing to look at the members of the family separately rather than as a functioning unit. It is suggested that the family may do well to spend some of its recreation funds on family recreation. Communities could also develop activities based on the family unit rather than to promote the separation of the family. Family counseling services are needed and family life education for all the students and adults will promote better family living.

More of our teaching in the public schools can be family focused. So many times in our culture we forget there is a family. Look at the shocking experience of newlyweds when they go to equip a kitchen for the preparation of a meal. They take this equipment for granted and have not been taught the economics of family living. Again, newly weds have little conception of the cost of operating a home, or renting an apartment, and the unrelenting regularity of having to pay for family living each month. For educators and social workers, one of the most difficult problems is to avoid transferring your middle-class conception of "family" to family life of other groups of people. In working with deteriorated families, or areas of disintegration, or the currently titled "disadvantaged" groups, we often, in our values, feel that things are worse than they actually are to the people involved with different customs, values, and family images. Making reference again to the basic definition of the family, a family is a family if they see themselves as a family.

Everyone doesn't want the same thing; we know there are severe differences in values. There is nothing wrong with a deviant family if the deviance is not illegal or harmful to others. How much deviance is tolerable? If you become too directive, you create hard feelings and are no longer able to work with the family. It is just like a handout--people are degraded by it. Handouts often hurt people and you are not really bringing them along in the ability to find a way of life. A boy in school without socks does not break any law; this does deviate from majority practice, but we have often made this boy feel wrong, or inferior because he didn't wear socks. Too often we fail to realize that everyone is not a neat little package living as we do in middle-class society.

All education should really be family centered; I have concentrated on this since you are all educators, but our community activities and church programs would also reinforce the family if they concentrated on the family unit rather than the individual. In social work and education we need to avoid directive counseling and concentrate on educating with skills and processes so the family can make its own decisions and satisfy its own images. The institution of the family is flexible and strong; it is definitely changing, but not necessarily deteriorating.

Consumer Education--Its Broad Implications

Mrs. Esther Peterson
Special Assistant to the President
for Consumer Affairs

Consumer education had its beginning in the United States when the National Consumer's League originally wanted people not to purchase goods produced under unfair labor conditions. Now we need to do something to bridge the impersonality of the market place. Where are the points of conflict and the points of trouble? We need to know that we are able to get values from the marketplace and do away with the abuses.

There is an awakening of interest in consumer education among people in the field of education and in the state legislatures. Indications are that there will be action in the area of consumer education. We need an all-inclusive approach to the field.

This is the year of the consumer with price-fixing legislation, car and tire legislation, and lending and packaging bills. The answer to the question of doing away with questionable advertising and packaging is a matter of having people understand. The consumer needs greater information. Heretofore we have been concerned with the producer aspect of the economy rather than the consumer aspect. Consumers account for two-thirds of the Gross National Product, which is approaching the $3 trillion mark. The many, many services which are available become a source of confusion in a market place where confusion is planned. An informal study made of 33 college educated women shopping in a market illustrated this fact: the women made mistakes in 53 percent of their buying of twenty usual items, and lost 9 percent of their dollars. If educated women such as these made mistakes, imagine what the ordinary person must be doing!

People who need consumer education most are young people who marry early and have to face the complexities of the market immediately. Education will mean more if it touches areas meaningful to the student. Consumer Education is worthwhile in and of itself--our dollars are important to us and to society. The goal of Consumer Education is only to avoid the abuses. People are both producers and consumers, and they need to see both sides. They need a feeling of recognition, not suspicion, that things develop in competition. If we can get some ground rules and then let good, free competition move above this, we will have a more satisfactory situation.

There is a strong consumer aspect to the uprising prevalent in our country today--one of the persons interviewed at a store riot said, "They just got what they deserved; they've been gypin' us for years". The television preaches "have-have-have" and "get-get-get"--no one is isolated from its pressures.

One of the strong by-products of Consumer Education would be help in the work with the disadvantaged in our cities. Big changes in education and housing do not happen quickly, but we need to do a big job with our youngsters. Helping young folks know what to do to stretch their incomes to the fullest is very important. Many marriage problems stem from financial burdens. Consumer Education helps make school more relevant to students. It is an important aspect of getting the person totally educated. We can influence better quality taste through consumer education. Consumer Education should begin in the first grade and continue on throughout all schooling. Consumer Education is both personal and timely. Teachers can use tools at hand, such as television, newspapers, and everyday experiences. Consumer education is helpful for a real understanding of how our economic system works. Children can discuss public consumption, which they understand, and use this as an approach to various other related items.

How do we implement all this? The government is interested and wants to encourage youngsters to seek instruction in buying and borrowing. There is not a shortage of material--from industry and government much can be secured. Business spends about $160 million per year on consumer materials. Some of the materials are good, and some are merely propaganda. The teacher can avoid suspicion by using representatives from the business world as school consultants so that children see that it is not a matter of opposite sides, but of mutual interests.

The consumer needs an effective means of evaluating the flood of materials. The help of educators is needed here. A selected list of free and moderately -priced government publications has been prepared by my staff. A manual of the major consumer services of the government is also being prepared. One of the problems with government publications is that they are often not in terms that persons can readily understand, and they lack appeal. Some of these are being rewritten at the fourth grade level, some in Spanish, and some in big type for the elderly to read. Most responsibility for materials, however, should be in the private sector rather than with the government.

Consumer Education can be a positive force for us for quality of life; inertia is the only obstructive force. We need consumer education for a quality of life; the happiness of individuals; and to provide information and know-how for making decisions. Our whole democratic society's economy rests on informed people making rational choices.

Remarks to the Joint Session of the National Leadership Conference on Consumer Education and Financial Planning and the National Conference on Education of the Disadvantaged

Hubert H. Humphrey
Vice President
United States of America

Throughout history, we seem to have revered and honored education--and almost in the same breath we have also seemed to be damning the schools. (It's remotely possible, of course, that some of you have observed this phenomenon yourselves.)

Henry Adams--who thought well of education since he entitled his autobiography "The Education of Henry Adams"--asserted nonetheless that "the chief wonder of education is that it does not ruin everybody connected with it--teachers and taught".

Diogenes called education "the foundation of every State". In fact, it was truism among the ancient Greeks that "only the educated are free". Yet Socrates was executed by Athenians as a corrupter of youth--perhaps the first in a long line of martyrs to progressive education.

Our own American scholars, such as Jefferson and Emerson, have been loud in their advocacy of education and merciless in their criticism of "the academies".

You, as school officials, can undoubtedly call to mind a few other slings and arrows closer to your own time and circumstance.

We should remember, however, that this seeming contradiction in attitudes does not spring entirely from some innate perversity in man. The truth is that educational methods have never been good enough--and indeed may never be good enough--to feed man's insatiable hunger for knowledge and wisdom and useful skills.

The ideal, of course, is an educational system that will train, rather than chain, the human mind; that will uplift rather than depress, the human spirit; that will illuminate, rather than obscure, the path to wisdom; that will help every member of society to the full use of his natural talents.

The desire to bring the reality of education closer to the ideal is here--as it has always been.

But the gap between the two is better perceived and defined, I believe, than ever before.

Educators are being called upon to find ways to close the gap--as they have always been. But we are closer to a true understanding of the methods than before.

Most important, we today have the opportunity, and the means, to put those ways to work throughout the nation.

We see education, or the lack of it, as part of a larger social service system that has inadquacies--particularly for the poor in this affluent America.

And so we have moved in numerous ways to improve those social services--in health, in welfare, in housing, in consumer protection, in urban development, in transportation.

I need not tell you that a sick or hungry child is never an eager or an alert learner.

In the field of education for the disadvantaged, the 60's have brought new programs and major improvements in old ones--ARA training programs, Manpower Development and Training, Economic Development, Vocational Education, Library Services--and the whole range of anti-poverty programs, including Head Start, Job Corps, Neighborhood Youth Corps, Adult Literacy, Upward Bound--and much more.

And to climax it all, we enacted the Elementary and Secondary Education Act of 1965.

Of course, the exciting thing about the Elementary and Secondary Education Act is not merely that it offers aid to education.

Through Title I of that Act--with which you are primarily concerned here--this nation has begun to clarify and define the true role of education in America.

It rejects the idea that the school is a mere facet of community life.

It rejects the idea that education is but a reflection--and a delayed reflection at that--of American thought. It expresses, instead, an understanding--not new in American life, but sometimes obscured--that education must lead, rather than lag; that it is an instrument of creation, rather than a mirror only, of the American dream.

It offers to the schools the opportunity to strike at the roots of poverty by bringing intellectual awakening to millions of children who have in the past found only frustration and rejection in the classroom.

If the Elementary and Secondary Act is sometimes referred to as a "revolutionary" step in American education, it is because it presents to the schools the magnificent opportunity of playing an active, rather than a passive, part in the continuing task of perfecting American democracy.

The Commissioner of Education, Mr. Howe, has called you to this national conference, at President Johnson's request, so that you can help American educators make the most of that opportunity.

This national program to aid the educationally disadvantaged has been in actual operation only ten short months.

I think all of us here are probably agreed that, even in this short time, it has had a tremendous impact on our schools, and some substantial benefits for our children.

Over 7 million deprived children have participated in projects funded under Title I this year.

But it isn't just gross numbers that impress me. I'm impressed with the imaginativeness, the innovativeness, the simple brilliance of some of the projects I've been reading about.

In Charleston, West Virginia, dinner is served one night a week in the school cafeteria to about 135 impoverished parents and children. Parents pay 35 cents, children nothing. Parents and children then go to separate study sessions. Subjects taken up by the parents were selected by them, and include the "new math", foreign affairs, and homemaking. The program is creating a new, close relationship between the school and the community and improving education for whole families.

In Tucson, Arizona, 200 college students are paired on a one-to-one basis with first graders from a slum school. They spend one hour each week together in an activity of their own choosing. The young adults are students in educational psychology, trained to ask questions and elicit responses which sustain interest, promote further reaction, and stimulate linguistic effort. It is the highlight of the week for both college students and first-graders.

In New Mexico, Navajo children are going to summer school this year in a mobile classroom as they follow the herds across the summer grazing lands. In Arizona, Papago children "go to jail" to learn English: the tribal jail now houses a language laboratory center.

Mentally-retarded teenagers in Bloomington, Indiana, are being trained in a work-study project so they may continue a meaningful school curriculum and, at the same time, qualify for promised jobs in the community.

Some children have gained as much as five pounds in the first week of "hot breakfast" projects, and their ability to stay alert and participate in class correspondingly improved.

Rochester, New York's, Art Action Centers, funded under Title I, caused much excitement among both teachers and pupils. One non-verbal second grader began to talk after the first day in the art center.

What you are seeking here today are the ways to make every Title I project a quality project.

You are asked to chart the way--or at least to find some of the guideposts--by which your colleagues throughout the nation can steer their course during the coming year.

You are dealing with a complicated set of social, psychological, and educational problems. There are no panaceas for instant healing of the cultural and psychological scars which the disadvantaged child carries with him to school--or those which are, all too often, actually inflicted on him in the classroom.

We all know, however, that these scars will not yield to the same old bromides that have failed in the past. We must find new and original approaches to education, or we will go on condemning millions of Americans to generation after generation of intellectual and economic deprivation.

In truth, what we are doing in our schools today simply does not work well enough for most of our children, and it does not work at all for millions of children whose values and experiences differ from the middle-class norm.

This knowledge is profoundly disturbing, I know to you and to educators all over the country. You and others are raising some basic questions about education which you will undoubtedly explore in depth at this meeting.

May this ex-teacher raise some of the questions which I know are of concern to America's educators and to your government:

Are schools structured to suit the convenience of the teacher rather than the needs of the child?

Do some of our schools stifle initiative and the development of self-mastery?

Do we stamp some children with failure from the day they enter the first grade?

Are we actually reinforcing, in the classroom, the sense of inadequacy, of humiliation, of hopelessness, that begins in a deprived home environment?

Can it be that our schools actually contribute to non-learning among the children of the poor?

If any of these things are true, then it is time we re-examined some of the time-honored shibboleths of the profession and sought new insight into the educational process.

You will not, of course, be able to find all the answers at this conference, but you will make progress toward that goal. America is determined to build a Great Society in which all her citizens can be full participants. You are here to help move us forward toward that goal.

You are going back to your own states so that you can hold similar conferences with your colleagues there. Yours will be the responsibility of transmitting to them the fresh and invigorating ideas which are bound to come from your discussions here.

Our goal of a Great Society is based, first and foremost, upon our abiding faith that all levels of government, and all social institutions in this great land, are ready and anxious to play their full role in moving America forward.

The Elementary and Secondary Act was perceived by the President and enacted by the Congress in the true spirit of a creative federalism which reflects that faith.

It places, in fact, the principal areas of responsibility right where responsibility for education has always been in America--at the State and local level.

Local school superintendents and their staffs have the freedom to develop Title I projects tailored to the specific needs of the deprived children in their own communities. And they have the responsibility for seeing that the projects work toward that purpose. Theirs is the first, and the decisive, role in the three-way partnership.

State officials have a responsibility to review carefully the proposals of the local schools to make doubly sure that this great program is actually working to meet the needs of the children for whom it is intended. But their responsibility cannot end with merely approving or rejecting those proposals. Some schools in every State--usually those that need good Title I projects the most--lack the staff or the time or the originality to do effective planning on their own.

Here is where State leadership can make itself felt.

We have heard much--and appropriately so--about our urban problems. But let us not overlook the special problems of our rural areas. Here especially we must provide adequate technical assistance--on all levels.

There is no room for apathy or pedestrianism at either State or local level. Enthusiasm, originality, and sound planning are the keys to making this program work. State and local superintendents must carry their full share in the partnership. If they do not, they are not only turning their backs on opportunity, but on the children who look to them for help. The tragic loss will be all America's.

I am sure that one of the problems for which you will be seeking solutions at your conference is one which has beset the schools for many years. And it is a problem that new educational programs--for the time being, at least--tend to make worse rather than better.

That is the shortage of trained teachers and other skilled school personnel.

Over the years, through such new programs as the Teacher Corps, and through special scholarship and training programs, I am sure that we will be able to attract many more people into the schools.

I believe,too, that the new and invigorating climate of education in this country, the opportunity for doing challenging and worthwhile work, is already stimulating a new trend back into the educational professions.

The problem ,of course, is that today's children cannot wait for tomorrow's teachers. The shortage is going to persist, for some years, but already we have begun, and particularly in the Title I projects, to find some new solutions to the problem.

Commissioner Howe tells me that he has urged Chief State School Officers to take the lead in recruiting teacher aides, part-time staff, and volunteers to help out in the schools.

I want to add my voice to his in urging you to explore this sensible, and typically American, solution to the teacher shortage.

It is typically American because it is based upon an American tradition that is at least as old as the "little red schoolhouse"--the tradition of community involvement and participation in education.

Our forefathers built their own schools with the help of their neighbors. They had box suppers and bazaars and hoe-downs to raise money to keep the schools going. They took turns providing bed and board for the "schoolmarm". (That's a part of the tradition I imagine most schoolteachers are glad to see is on the way out.)

In recent years, it seems to me, schools have too often tended to become aloof from the community. It is time we reversed this tendency. The problems we face in our schools today are too big for the schools alone. They require that all the resources of the community be put to work.

Last year some 50,000 teacher aides were at work in our schools, freeing the teachers from routine duties to do a better job of teaching.

When school opens this fall, many more will undoubtedly be on the job.

I am sure that many homemakers who are qualified teachers would be willing to work part-time if the need were known to them.

And let us not forget the volunteers. If there is any doubt that community volunteers can make a willing contribution to education, I refer you to the experience of the Head Start program, which in its first year recruited nearly 100,000 volunteer helpers, as well as 46 thousand paid neighborhood workers.

The truth is that the American school, and particularly the school serving the poor, can no longer afford, for many reasons, to be an island cut off from community life. There is a mutual need: The community needs the school, and the school needs to become a real part of the community.

Here again, Head Start has made the point quite clear. In last summer's program alone, more than half a million disadvantaged kids were reached and given a short but wonderful experience. We know how to dramatize in teaching and results of this experience have been hopeful.

But many are asking--and I now ask--will Head Start be a waste because the community does not do the necessary follow-through on the health and family problems detected ... or because the schools to which the Head Starters go just are not good enough or resourceful enough?

There are many ways we must employ to secure constructive cooperation between the school and the community. Let me cite just a few.

Active involvement of parents--a hallmark of Head Start--must be stepped up at all levels of elementary and secondary schools. This is particularly true in districts where our disadvantaged children go to school. The children will benefit; the parents will benefit; the school will benefit; and the community will benefit.

Our private organizations--labor, business, civil rights, fraternal, women's and civic--are looking for a chance to serve. It is your responsibility and opportunity, to add this important resource.

Dedicated and talented students in nearby colleges and universities represent a rich source of tutors for disadvantaged children--as the burgeoning student--tutorial movement attests.

I have already referred to the need for educators to be concerned with the broad range of social services which must complement education as such. To all of this must also be added the need to face with increasing determination the issue of segregation in our schools.

I want to stress in the strongest possible terms, that we must press forward vigorously toward full integration of our schools.

In our large cities, particularly, economic factors and the movement to the suburbs are creating serious racial imbalance in the inner city schools.

Many states and communities have developed ESEA projects which successfully aid the cause of school integration.

They are showing that we can have both quality and equality in our schools.

It is unthinkable that compensatory education should be misused as an excuse to postpone integration. They are in reality effective and complementary allies in achieving our objective--an educational system in which every child can lift up his head and glimpse the true vision of America.

For our goal is nothing less than the fulfillment of the American dream.

Our goal is the one expressed a generation ago by the American author Thomas Wolfe:

> "To every man his chance, to every man, regardless of his birth, his shining, golden opportunity. To every man the right to live, to work, to be himself, and to become whatever thing his manhood and his vision can combine to make him. This ... is the promise of America."

Federal Government Programs and Services for Protection

Mr. David Swankin
Executive Director
President's Committee
on Consumer Interests

The services available to the consumer are detailed in the manual, "Consumer Protection Services of Government Departments and Agencies"; this denotes 103 different protective activities of the federal government. A breakdown of these various services would include two divisions:

1) Protection, with laws and law enforcement to guard consumer rights,
2) Advancement of service and promotion activity, which tend to improve the health and safety of consumers.

For example, what could be done to uplift the market in low income areas?--anything from closing down dirty supermarkets to encouraging small business development.

The regulation services available from the federal government include rates on air, rail and motor carriers; bridges; phones and other communications; and shipping. There is currently little price regulation. Further federal regulatory services include such diverse activities as stockyards and warehousing, and airlines and broadcasting licenses to insure adequate services to the public. A multitude of equipment and establishments is involved: electric power; natural gas; railroad cars; investment companies; advisors; savings and loan companies. The government is concerned with safety; for example, having safety control over radioactive materials, and the the manufacture of pesticides, and the residue levels; and air safety, by providing air accident investigations.

The government is also concerned with the preservation of competition, as exists among packers, advertising, interest rates in banks, mergers, bankruptcies, and fair basic prices for new products. A variety of products are covered by federal protection activity: regulation of drugs, and pre-clearance of new drugs, seeds, poisons; certificate of antibiotics; and the supply of sugar. Regulation of the securities market is handled by the Securities Exchange Commission. Licensing is practiced to control routes, frequencies, channels, manufacturing, warehousing, and the granting of charters. Inspection by the Department of Agriculture includes checking poultry, grain, naval stores, food products, cosmetics, and meat. The United States Department of Agriculture would like to have more laws for inspection of all meat, including that 20% not included in interstate commerce. Protection from economic cheating includes activity in controlling false or misleading advertising; labelling of wool, fur and textiles; and fraud by the Post Office Department. Health protection and safety activities include water supply pollution and purification; general sanitation engineering research; medical research; air pollution. Conservation activities with land, water and wildlife are also for consumer benefit. Civil Defense and further safety activities are provided for through weather information, flood prevention, fire fighting, and CONELRAD. Part of the standardization activities are grading and labeling of grain, tobacco, and cotton;

standardizing container sizes, and minimum property standards for FHA loans. Enforcement of the statutes is by the Justice Department. Consumer information and education are found in publications put out by all agencies of the federal government.

The President's Committee on Consumer Interests is a function of the Executive Branch. We have a small staff, and have to rely on others to actually do the work. One staff person is assigned to each activity:

- The business community--work for voluntary self-regulation
- Consumer Education in the schools
- Voluntary organizations--working with committees at the local and state levels
- Legislation--work for truth in packaging and lending activities.

Our emphasis is on working with the war on poverty, and using Consumer Education plus action to help. The Assistant Attorney General for anti-trust has suggested that the government build in a system for providing unbiased information to the consumer, or that it should subsidize the Consumer's Union. This is some evidence that appreciation of consumer interest is growing; consumer organizations are growing.

Concerning truth in lending, in an informal study made on 500 persons, 70% were incorrect on the rate of interest they were actually paying. We live with the myth of 6% while we actually pay from 12 to 36 percent. Annual rate disclosure legislation has been passed in Massachusetts and Canada.

How does the President's Committee work with schools, and what role do the state departments of education play? We feel a need to build Consumer Education into existing programs; creating separate courses is not our interest. An actual relationship with school districts does not exist, as our staff is too small. I do feel that states need to get voluntary organizations interested in this cause. The President's Committee is exploring the idea of a news service, using newspapers and other media, and tape spots and planned features.

The President's Committee on Consumer Interests consists of ten government officials from Departments of the Government, and twelve private citizens which comprise the Consumer Advisory Council.

The Legal Rights of the Consumer

Mr. Thomas B. Finan
Attorney General
State of Maryland

There are currently problems of fraud facing the consumer in car financing, travel bureaus, fictitious charities, savings and loan associations, and home improvements. The Maryland Securities Division protects the consumer from fraudulent sales of stocks and bonds, and the State requires prospectus of items for sale.

The appointment of a Consumer Advisor to the Governor, or a Consumer Protection Committee has been suggested. We need better protection for the wage earner and the housewife from shady business practices. People are protected from short weights in packaged products; but they also need to be advised of fraudulent schemes. Law enforcement staffs are overburdened with work and people need to be educated for prevention before there is a need for correction.

More effective laws are needed at the state level for consumer protection and information; truth in a lending bill at the state level is being worked on in Maryland currently. People should be told in clear terms the true interest rate of a loan. The consumer should be protected from exhorbitant rates, ranging from 6 to 36 percent; and at present there is no regulation. I recommend that excessive interest be labeled usury and that people affected be allowed punitive damages.

The Attorney General's office is a central place of consumer protection in many states. Consumers should be advised of their rights; they should communicate with such an office both to complain and to seek advice. The average cost of trying a consumer fraud case, which is a misdemeanor, is $500 to $700; and some are quite more expensive than that.

There is a need for more education and more motivation on the part of the people to take action when they should.

The type of complaint received most often concerns car purchases. Shoplifting laws are being rewritten to allow store owners to search if they have cause to believe a person is a shoplifter.

There is a need for a public defender's office. Maryland is now working on a standby service composed of Bar Association members to handle consumer fraud incidents--similar to the system of having doctors on call. Also the services of the Legal Aid Bureau are available in Maryland.

In New York there is a working relationship between the State Department of Education and the Attorney General's office. The consumer needs an organized body of information and services for protection and furtherance of consumer rights.

Paradoxes of our American Culture

Dr. Robert G. Risinger
Chairman of Secondary Education
University of Maryland

"The best of times; the worst of times; everything before us; nothing before us..." represents the cry of the centuries and we are still struggling. But now, with today's scientific revolution, the speed of progress has created a unique crisis. We have the "affluence of the many" contrasted to the millions of impoverished, unhappy people. While we have second and third cars, private planes, swimming pools, boats and trailers, and electric swizzle sticks, we also have increasing mental health problems and lost senses of values causing unhappiness, which leads the people to turn to material goods. One-half of the hospital beds are occupied by mental patients and we are told that one out of every twelve of us will spend some time in a mental hospital or in some nature of mental therapy.

Yet, we enjoy more leisure time than in any period of the past and engage in thrilling and expensive sports like water skiing, parachuting, and foreign travel (275,000 passports were issued last year). Half the world's telephones are in the United States and we have problems of not being able to communicate with people. The gross national product was $285 billion in 1950 and is predicted to be $1 trillion by 1975. The increase is attributed to growth in education and yet we are lacking funds for education as it should be and there are illiterates, or near-illiterates, throughout the land.

We have the paradox of the great accomplishment of splitting the atom and are now faced with the problem of using it for warfare or for peaceful purposes -- to promote a better life, or to remove all life. The United Nations is the only real hope for peaceful use and it is faced with many major problems.

We have an explosion of knowledge versus a cultural lag. The sum of all accumulated knowledge is doubling every eight to ten years and we don't know how to make it available for use where it is needed. Children today are unlike any others of the past in progress, growth, and opportunity, yet there is still poverty, segregation, inequality, and hunger.

We have automation versus mass unemployment. This causes economic problems which we have not solved in a humanitarian way. Computers are producing more data than we can use; more tangible goods are produced by fewer workers, and fewer farmers and smaller acreages are producing more food. Fortune says by 1984 only ten percent of the population will be working; the rest of us will be paid for being idle.

We have brilliant medical advances and longer life expectancy versus the population explosion. Classical checks on population have been famine, pestilence and war. We recently have added the automobile on the highway. But, despite the controls, population has increased at an exceeding rate:

Span	World Population	Number of Years
1 AD to 1650	250,000,000	1650
1650 to 1850	500,000,000	200
1850 to 1930	1,000,000,000	80
1930 to 1960	2,000,000,000	30
1960 to 1980	3,000,000,000	20

Birth control during President Eisenhower's term was not a suitable subject for politics. Now in 1966 birth control is a serious and suitable matter of concern for all enlightened governments.

We have also the paradox of the desire for conformity contrasted to the loss of individualism. Through conformity we get the value of standards or have a basis for comparison and the facility for mass operations. The difficulty with conformity is loss of individualism in ideas. It is hard to speak out about ideas. Dissention is healthy and schools need to see that students are free to see and discuss both sides. The majority of Americans disapprove of non-conformity, (usually when it is the other person who does not conform), yet we need to be tolerant of other ideas.

We have the problem of invasion of privacy. With the development of new technological devices, we can invade privacy in a variety of ways, but is it moral and ethical to do so? What limitations should be placed on the CIA and the FBI? The invasion of privacy is for the protection of someone else. We have at our command research methods to explore human behavior; how do we control it for use toward furthering mankind?

We have the paradox of improved recreation facilities and opportunities plus universal education in America versus the increase in juvenile delinquency. How do we teach values? What do we do that produces these problems? How do we promote a commitment to democracy? This problem is not limited by geographic area, by income class, or by educational level.

We have the paradox of being the most productive economy in the world, yet we have large pockets of poverty throughout the country, and hear regularly about the members of our population who go to bed hungry every night. We spend billions of dollars in foreign aid, space exploration, education and anti-poverty programs, and still there are 34 million people living in poverty. Education in our major cities is probably the most crucial problem facing educators today. Current federal programs should help, but the money came too fast for careful and effective use. It is suggested that we need a minimum wage of $2.00 per hour and this will lift all above poverty. Additionally, the concept of minimum income, as differentiated from minimum wage, has been suggested as a means to combating the poverty problem--and we are talking about a "have" nation.

In spite of the paradoxes of American life, we do need to equip young people to be informed citizens who will make rational decisions in the continuing conduct of this democratic society.

Panel: Consumer Services from Private Agencies

1. Dr. James Mendenhall
   Educational Director
   Consumers Union

Consumers Union is a non-profit corporation; our Consumers Report has 950,000 subscribers per month. All income is from the sale of publications, as we carry no advertising. We rate products by brand name; our shoppers buy all products at retail stores at going prices. Products are tested and rated for use in typical homes. These are controlled-use tests.

We also have an Economics Department to report on trading stamps, life insurance, auto insurance, and repair services and repair costs. Our Health and Drug Department reports test and use results of aspirins, cold remedies, mouthwashes, vitamins and other such products. In the area of Public Health we have reported on smoking and lung cancer, and test for amounts of tar and nicotine in cigarettes. We do not allow any publicity with the name of Consumers Report, but we do testify at hearings in the consumers' interest.

2. Mr. Leland S. McCarthy
   Managing Director
   Better Business Bureau
   Washington, D. C.

The Better Business Bureau is a non-profit organization established first in Minneapolis; there are now over thirty in various states, and five in foreign countries. The Better Business Bureau is supported by private business organizations. There are 869 members in the Washington bureau with seventy different kinds of businesses represented; sixty-two members serve on the Board of Directors to give expert help on problems. While not part of the government, we work closely with government agencies: The Federal Trade Commission, The United States Attorney for the District of Columbia, and Postal authorities.

The Better Business Bureau sits in on hearings concerning bills; we receive complaints from consumers; and often we discover things from our own shopping. If a merchant gives a consent order or violates a cease and desist order, this will be sent to the Justice Department, and suit will be filed. Other serious matters may be referred to the FTC; many violaters are ultimately fined. But our main interest is not in conviction, but correction; we have punitive powers but good connections. We get frequent complaints on sales of automobiles, magazines, charity appeals, and real estate deals. We had 7,653 written complaints and answered 87,675 inquiries last year.

3. Mrs. Sylvia Shur
   Editor, Consumer Magazine

We are planning a new news magazine for the consumer; our plan has grown out of changing needs of consumers, and the greater need for more information. We will treat the consumer's relationship to legislation and encourage consumers to make use of information made available through legislation.

Consumers are spending more money on things that do not last as long as other comparable items. The consumer orientation toward purchasing needs to be changed toward economical and sensible purchasing practices. We have a consumer staff gathering materials from all areas about uses of products, how necessary certain products are, money management, and other related fields. In our economy we used to worry about making money stretch; now many are concerned about what to do with their money.

We hope to be a pipeline between consumers and products; and to encourage consumers to take advantage of all the information that is available.

4. Mrs. Sarah Newman
General Secretary
National Consumers League

It is almost impossible to educate adults without a great deal of effort. We try to get consumer points of view into all areas of the economy. A consumer is anyone who buys anything from a bun to a yacht. The early League was established for fair working conditions. This goal was achieved by arousing consumer conscience to do away with sweatshops, low wages, and further unfair practices. This introduced the idea of minimum wages; organized labor was just beginning. "Investigate - Agitate - Legislate" is the League slogan.

We have worked for health measures to help consumers: milk-producer inspection and maintenance of dairies; the Pure Food Law, from which emerged the Food and Drug Administration; we have helped the lives of mothers, babies; medicare; state food and drug laws; and consumer bureaus at the state level; we have fought high prices of drugs; and fought for fair trade laws, for truth in lending and packaging. We have worked with government agencies to present the consumer point of view; and helped set up a clearing house for international consumer interest. Much progress has been made by Consumers League for both workers and consumers. We believe consumer responsibility and consumer action are important.

5. Mr. Robert W. Harvey
Editor, Changing Times
The Kiplinger Magazine

The service of Changing Times is to present useful, objective information to consumers as clearly and briefly as possible in a monthly magazine, make reprints available, and occasionally put out books. Our average monthly circulation is 1,200,000 copies; we do not accept advertising. The cost of Changing Times is the same as in 1947; the magazine was founded in 1923 as the Kiplinger Washington Letter.

We have several purposes:

1. Reportorial--we are not experts on anything; we are skilled and

experienced reporters who gather data from experts, sift out what they have to say, and pass onto readers what they need. We are selling information, not to change or preserve the environment, but to strive to succeed in the environment as it is.

2. Family Management Service--we provide articles on education, civic affairs, career choices, problems of going into business, savings, taxes, budgeting, and economic education.
3. Guidance--we believe in self-determination, and therefore do not make pronouncements, but provide information (the tools) to lead families to their own decisions and judgments. We provide the tools for families to build what they desire from their own pattern of value.

There is much information available, but nothing comes automatically. As consumers we need the "know-how" (which Changing Times tries to provide), the will, and the effort.

6. Mr. David Angevine
Public Relations Director
Cooperative League of the U.S.A.

The League is a federation of all types of cooperatives: credit unions, farm co-ops, rural electric co-ops, housing co-ops, health co-ops, and such. All cooperatives are customer owned; we want to encourage people to use existing co-ops and set up new ones.

Cooperatives benefit the consumer because they:

1. are more responsive to needs of customers. For example, they introduced the first biodegradable detergents which could be broken down in sewage plants; and designed the Co-op tractor with headlights, power take-off high speed gears, and other safety innovations which carried to other manufacturers.
2. render service at cost. A cooperative cannot profiteer; it either prices products at cost or returns refunds at the end of the year.
3. establish a relationship between consumption and ownership through shares in the organization. Ownership of a business by a large number of people is a good thing.
4. involve people in making decisions. People are encouraged to join co-ops because part of the American way of life is the adventure of business.

Consumers have a responsibility to do more than join cooperatives; they need to buy wisely, read labels, seek information, and use it. Consumers need to organize, to let their views be known to legislators, and to see to their rights. The Cooperative League sends out Consumers Lobby. It can be received by sending to the League a copy of a letter you have written to your Congressman at least once every three months. The consumer is supposed to be King, but is in reality just a chooser; he must wait for products he desires. Only by organizing can he initiate new products or procedures. Primarily the work of the Cooperative League of the U.S.A. is to encourage people to organize more cooperatives and to use established cooperatives more effectively.

The Work of the Food And Drug Administration

Mr. Edward Damon
Representative
Food and Drug Administration

The basic function of the Food and Drug Administration is contained precisely in the first law of 1906. The law has been amended and expanded during the years. The law applies now to the contents of packages and the labels on them.

The work of the Food and Drug Administration is extensive and the five thousand people in the agency do a marvelous job; twenty-six cents of each dollar you spend is spent on something controlled by the FDA. The law is bound to interstate merchandising except for some drugs. To realize the horrible story of health hazards before the law intervened, read Sinclair Lewis's The Jungle. The loopholes in the original law were plugged up by the 1938 Act, but it took many deaths from unsafe drugs before a law was passed that was strong enough to protect the consumer. The booklet "Your Money and Your Life" tells about some of the current hazards.

Under the new Drug Abuse Control Amendments of 1956, FDA inspectors can be armed and make arrests and seizures themselves. This has already helped control the misuse of amphetamines. The Food and Drug Administration is working with leaders of youth to show them how to control the use of LSD. The hallucinations are violent and the term and extent of its influence are undetermined.

In reference to other drugs, Commissioner Goddard is tightening controls on drugs. We are re-evaluating three thousand of them and there is a new dietary regulation on Multi-vitamins and minerals. We have the strongest control on drugs in the whole world--drugs must be efficient as well as safe. The drug industry is ethical and there is voluntary compliance, but the vicious small percentage of violaters makes control necessary. The use of pep pills is generally attributed to:

1. A strong desire by youth to experiment into the unknown, and
2. A dependence upon something outside themselves to make them bigger or better.

Both these factors have sociological implications.

Two approaches are being used by the Food and Drug Administration to reach students in the Youth Projects:

1. Working through health and science teachers, and
2. Working on programs in grades 4, 7, 9, 11.

It has also been proposed that a teacher-supervisor conference be set up in each state to help protect individual consumers. Poisons kill about eighteen thousand youngsters each year. And there is always someone around to make a fast buck on a health gimmick. The really sad consumer aspect is not the price that is paid for a "supposed cure", but the fact that if the purchaser is in real need of medical treatment, his life is often lost because he is not getting any treatment while depending on the "supposed cure".

Problems and Factors in Providing Shelter

Mr. Howard Rooks
Vice President
Shaw Realty, Inc.
Alexandria, Virginia

There is a moral obligation to introduce instruction in real estate into the public schools; this is a most neglected area considering that every student will ultimately buy or rent a house--an undertaking for which he is unprepared. Teaching financing of housing is important. It is not realistic to pay cash for everything now; and we have a responsibility to teach realistic economics. There is virtue in saving--in patriotically investing in savings bonds; but this is not the best means of investment. Real estate is one of the few investments that time enhances; property is an excellent investment: many people have become wealthy by investing in real estate. So, home ownership is a topic for today's citizen as a means of providing shelter and as a means of investment.

There are several suggested real estate topics for high school curriculum coverage. Whether to rent or to buy a home should probably get careful consideration. Each has favorable aspects. The payments made in buying a house are less than those for renting one. A house goes up in value for many years. Ownership provides an increase in equity; a reduced mortgage along with house appreciation yields a built-in savings program. There are tax advantages in home ownership, as all interest and taxes are deductible from income taxes. There is the increase in credit standing which provides security. Finally, there is the pride and satisfaction of ownership.

In renting a house, there is no loss of interest on the initial investment that would be used as a down payment in buying a house; the money would still be in the bank drawing interest. After a house has passed the appreciation stage, there would be depreciation and consequently major repair costs.

Many factors should be taken into consideration in choosing a home. The choice of some features would depend on what is required by the family. Family size will help determine the number of bedrooms, and family taste will enter into the choosing of the style--colonial, split-level, ranch, etc. There is a need to choose the location of the house carefully to provide for the necessities of the family; a typical family would like to be near shopping areas, schools, churches, and transportation. Added expenses result if equipment such as a washer, dryer, refrigerator and air conditioner is not included; but these appliances can be paid for over the length of the mortgage.

Students need a knowledge of all the possible methods of financing. Paying cash in full is rarely possible. With an FHA loan you can get a house for less; and it is better for the seller and the buyer. This was established in 1934, and is the most often used type of financing. It grants a maximum loan of $30,000. FHA does not guarantee a house against defects, but the house has to meet standards of the FHA if the seller is going to use this means. FHA provides a one year warranty. A down payment is required of the buyer with an FHA loan, and one-half percent mortgage insurance is also required. The down payment is according to a set scale. A VA loan is similar to the FHA financing, but no down payment is required. It is an excellent way to buy a house, but available only to veterans.

Loan assumption is also an excellent method of buying a house. The buyer pays the seller equity that the latter already has in the house, and the buyer then assumes the seller's loan. A conventional loan, if you are eligible, is nice, but it is very difficult to get a loan of this type now; you have to put at least 25% down. There is secondary financing which is beneficial if you can get a better interest rate on the main trust. A secondary trust has a real place now, though a truth in lending bill would help here. The cost of buying does not end with the price of the house. Housing real estate fees are 6% in urban areas and 5% in rural areas; land and commercial real estate fees are 10%. The real cost of houses is about twice as much as the listed cost when you figure on the interest.

Several activities take place prior to settlement. Pre-settlement inspection is recommended for new and used houses, as equipment and improvements must be in working condition at the time of settlement; so, inspect immediately before settlement. A basic understanding of settlement costs is necessary. The costs vary from 4% to 20% and include prepaid taxes and insurance, loan placement, title examination fee (paid to a lawyer), settlement fee, paper preparation and recording fees. An attorney must handle the settlement. One usually represents the buyer and the seller, and the buyer has the right to choose the attorney. This avoids double legal fees if the seller wants an attorney.

Property laws, or the legal definition of how property is held, are controlled by the states. These laws usually include:

1. Tenants by the entireties--the husband and wife own the house together; one party cannot sell his half without the permission of the other;
2. Joint tenants--two or more people share in ownership, and by commonlaw right of survivorship, if one passes on, ownership passes to the other party or parties;
3. Tenants in common--if one person passes on, the interest of the deceased goes to the heirs of the deceased party.

In addition to tax advantages, financial gains from property ownership come from the leverage factor--appreciation of value, rental income above the mortgage payments, and an equity build up. There is also an advantage in the cash flow.

The requirements are becoming stricter for entering real estate as a career, but it is a good career, even though the hours of work are not "normal". Educators need to teach students the difference between a realtor and a real estate broker. A realtor is a professional man or woman who is dedicated to a strict code of ethics established by his organization. If a consumer has complaints about a realtor, he can write the local Realtor's Board. If a realtor is guilty, his license may be suspended or revoked and humiliation will be suffered.

Where should Real Estate be placed in the high school curriculum? I would suggest that it be taught in any or all of the following subject areas:

1. Home Economics
2. General Business
3. Consumer Education
4. Economics

In closing I would just like to note that whether you rent or whether you buy, you pay for the home you occupy.

The Market Basket

Dr. Virginia McLuckie
Food Economist
Cooperative Extension Service
University of Maryland

Consumer Education is fashionable now; real interest is developing from numerous approaches and sources. "There is nothing constant but change" is particularly true of food. For health and survival, it is very important to do the best job possible with money that is available. Ask the consumer: Do you spend money wisely? Do you get top value? Are you organized and informed in spending? Generally, the answers are "no"; there is a lack of information which puts the consumer at a disadvantage.

One of the reasons Americans have so much is because of our vast marketing system. We pretty well consume what is produced of livestock; but we use only 50% of the fat; 58% of the canned fruits and vegetables; and 6% of the grain supply. Our per capita consumption of food is about the same as last year. Caloric value hasn't changed much since 1961.

The price we pay for foods includes the food, wholesomeness, packaging, convenience, processing, service, and quality. The farmer gets 32 cents and the other areas get the remainder of the dollar. You pay less for the local labeling and packing of foods (house brands). For example, in the Borden Case, the court ruled that prices on items made by the same company have to cost the same--but local stores will put specials on items of their own brand.

Marketing moves products from farm and producers to warehouses, packagers, processors, and distributors. All this storage, cleaning, cooking, packaging, and transporting adds to the marketing bill. But, sometimes things are less expensive when processed; for example, carrots in bags with the tops off. With the tops off the shipper can get an extra 5000 pounds of carrots in a carload; so the cost of packaging is offset by savings in transporting the product. Chicken producing techniques cut costs 18 cents a pound over a period of years.

Automation and self-service in supermarkets cut costs. Cash and carry avoids cost of credit and delivery; invitation to impulse buying makes people buy more farm products. This creates more jobs for the total marketing process. The current increase in eating of meats, margarine, skim milk, cottage cheese and other dairy products indicates a high standard of prosperity.

The selection and buying of food hits 100% of the population, most of whom do not know anything but great prosperity. The young generation knows nothing but "good times" economically. Young people develop buying and shopping habits which will last a lifetime, so education has an important place in this field. What happens to a family food budget during the life cycle?

Single person	cost of living lowest at home
Families	
husband and wife	$21.00 per week for food
with addition of 1 child	$24.50 per week for food
family with 2 children	$27.50 per week for food
while children are growing	$31.80 per week (recovery period in family finance)
with children in high school	$40.50 per week for 15 year olds, $45.50 per week for 19 year olds (greatest food cost period)
with children in college	$29.80 per week, for parents, or with one child
Senior citizens	$19.90 per week for 55 year olds, $17.80 per week for 70-80 year olds

Food consumption increases with increased income, but the greater the income, the smaller proportion of income is spent on food; low income families spend a greater percentage of income for food. It is more efficient to spend to feed larger groups. We are an affluent society that eats out one out of five meals, on the national average; this includes school lunch programs, workers in cafeterias, restaurants, etc. In 1940, we spent $4 billion to eat out; in 1965, $20 billion to eat out.

There seems to be an inner resentment for food money spent; it is the first place to economize--but actually, we spend only 18% of disposable income on food. In going to the supermarket you need a guide; 55% of the people who shop do not make a list--and a list is needed to do a good job. Plan for shopping trips. The shopper needs to learn to read newspapers because she can save 6 to 10 percent by buying food specials. Shop in neighborhood stores; running around all over town cuts 4 to 5 percent from savings. Non-food items--laundry supplies, toilet articles, and paper goods--should be kept out of the food budget. The market list helps to save money; compare prices. For instance, frosted cereals cost three times as much as plain dry cereals; cooked cereal, one half as much as dry. Compare canned and fresh and frozen foods on the basis of family choice.

Often newspapers list consumer information resources for the shoppers. Newspapers and mass media reach all levels of people and do not have a special aim toward low income people. The USDA works on information for low income people who can not read. You may want to check these resources: Family Food Budgeting; USDA Marketing Bulletin #22--on Convenience Foods or Food for the Family with Young Children; Home and Garden Bulletin #84 and #85.

Here are some suggestions that may help make the Market Basket important to children in the school program:

1. Get children to help shop; send students to stores to compare prices.
2. Use visuals--slides, flannel boards, monographs, newspapers; tours of stores, visits to the butcher, and to the processing and distribution plants so that kids can see what they are getting.
3. Use a loaf of bread cut into percentages--so much for the farmer, so much for the baker, so much for profit, and so much for distribution.
4. Bring some natural-state food into the classroom--we use so much frozen food that some kids have never seen a lima bean or a pea in a pod.
5. Use workshops to provide content information in economics and practical information. Schedule regular plans for a general updating of ourselves, the teachers.

Consumer Education in the Norfolk City School System

Mr. Edwin Lamberth
Superintendent of Schools
Norfolk, Virginia

Mr. William L. Robison
Assistant Superintendent

Miss Virginia R. Gilliam
Supervisor of Home Economics

Remarks by Mr. Lamberth:

Our Consumer Education program has flourished in rich and poor schools, but programs with State impetus are more successful; some State aid may help the local boards develop faster in Consumer Education. Family Finance education had been left heretofore to chance because the public probably felt this was of no concern to children. Consumer Education is like "freedom" -- for a long time people thought children would just grow up and learn it. Business men of our community have been ready and willing to join in the program; civic spirit helps. Norfolk is not a unique community -- any community could take up the same program. Teachers typically complain about new programs because they take time for reading, writing, and arithmetic; but so much work is already being done that added focus just helps add incentive within reading, writing, and arithmetic programs.

Remarks by Miss Gilliam:

Consumer education-family finance planning is a rapidly advancing program with changing ideas, so it is significant to have teachers and curriculum workers oriented to family finance education through university workshop programs. It is also significant to have money in hand so that students can go to the store and buy. This teaches selection and accounting for. I've been successful in having funds allotted for this. The Norfolk City School System engaged in a pilot study to institute a Family Finance program with all resources available. This study was to last five years, and not go below secondary school level.

Through the pilot study we had an agreement on things to be done. According to the written plan, the study was established to:

1. study ways and means
2. demonstrate how to institute family finance programs
3. develop materials

We agreed to the following principles:

1. it was the business of schools to teach about life
2. personal-family finance is one of the significant areas of life
3. there is a significant relationship between attitudes, values, and goals.
4. there was a need to set up goals and organize resources

The school system established a local family finance advisory committee; we developed our own materials and methods of distribution and relied heavily on resources available through the National Committee for Education in Family Finance. The University of Virginia provided workshops to train our people in family finance education. Lawyers, newspaper editors, bankers, insurance men, regular businessmen, and the PTA advised and helped plan the program. Able, ethical businessmen were very helpful; they empahsized the need to educate children not to believe signs such as, "We will gladly loan you enough money to get you completely out of debt". Parents said children in elementary school had no money, but, since we have developed consumer education programs in the elementary schools, it is surprising how much money they do have.

We divided the program into the three areas of the Secondary School Program, the In-Service Program for Teachers, and the Adult Program.

The Secondary School Program

1. We found where money management was already being taught, in home economics, mathematics, social studies, and business classes.
2. We surveyed to find out what students were spending their money on.
3. Then, the results of these surveys were tabulated.
4. Pilot teachers in home economics, business, math, and social studies were chosen.
5. Finally, the material was distributed.

The In-Service Program

1. Because teachers felt insecure in the subject matter, they were given one increment credit for attending an in-service workshop in family finance.
2. Summer workshops were provided in local school systems for three credits.
3. Progress and orientation meetings were held.

The Adult Program

1. The main value of the adult program was to put adults in touch with information they could use.
2. The adult program also provided a better climate for the secondary school program.
3. Through the adult program businessmen were made knowledgeable of the consumers' problems.

The University of Pennsylvania provided a consultant and many materials; having a consultant available to help evaluate what you are doing is very important. Our whole program received coverage by the radio and television stations, and the newspapers. Our approach was total involvement with the community. Local universities gave courses; insurance companies' businessmen took more professional attitudes toward our work; banking advertisements changed their complexion entirely. When the program was so successful in the secondary schools, we realized that consumer education would be valuable at an even younger age; so various levels of family finance education are integrated throughout the Norfolk schools.

Remarks by Mr. Robison:

We are dedicated to the responsibility of schooling to educate for effective living; social goals; economic stability; and economic justice. We need to educate children to solve their personal economic problems, so they can understand problems of the national economy. Living Successfully With Your Dollars is a Junior High School guide we have developed for teaching personal finances. (Copies are not available for distribution.) There is no place for a separate course in elementary school, but a separate course is taught on television by a specially certified teacher in personal finances. We also have a regular economics course shown at night for adults. Personal finance education provides general information, not theory; family finance is tucked into the social studies program. We conducted a community study to find out what experiences were needed by the public and then prepared guides accordingly.

We have developed many ways to use personal and family finance education in our program. In the elementary school study of community helpers, we look at "what they do" and also study "why"--to earn a living; we look at "how they are paid"--from taxes and other means; this is not an expanded curriculum, but an enriched one--added meaning. In social studies, there is what money can do and cannot do; teaching children to protect themselves; pictures of window shopping; used car lots (to show how they advertise); shopping for bargains.

There is family finance in the study of literature--Silas Marner for the use of banks; Merchant of Venice for a lesson in economy in business; Christmas Carol for a lesson in family and business economy. We have Remedial Reading tapes with stories on consumer education; e.g., "Roy Buys a New Suit". We teach banking procedures and forms in business applications. A personal economics course is taught in grades 10-11-12. There is an overlap in materials received in various classes. We are working on coordinating what is to be offered in each area. The Virginia State Department of Education is very prescriptive as to specific courses; this makes the curriculum tight with few electives. The Norfolk School System requires a concentration in some area, so students are prepared in at least one field.

It is becoming difficult to depend on colleges to train and retrain teachers, so Norfolk provides many in-service programs, one in family finance. We encourage principals to take in-service work; "as is the principal--so is the school". Also, teams of teachers from one school provide more influence in that school. Teachers have combined lists of resource people to share wealth and experience. Educational TV is an excellent means of reaching teachers, too. Some in-service meetings are conducted over educational television. Norfolk and surrounding counties own its own educational TV station--an independent, non-profit organization; it is open television on channel 15, and it broadcasts educational programs for a forty-mile radius. The state provides one dollar per pupil for educational television. We use a trained corps of leaders to conduct in-service programs. The in-service budget in Virginia pays to send teachers to college classes. It is important to provide travel funds for teachers to go to institutions to better prepare themselves and to see what is going on in other states and areas. We try things and from experience develop programs for our own schools.

Dynamics of Curriculum Development

Dr. P. T. Pritzkau
Professor of Education and
Director of Curriculum Center
University of Connecticut

There is not much going on in curriculum today but a great deal of "bandwagonitis". A person teaching consumer education should specialize in it to make it meaningful to those being taught. And, as the topic "curriculum development" implies, our purpose is to extend experiential domains; develop conditions which contain a compelling impact to immerse persons in surrounding phenomena. As the mind becomes immersed it gains greater release; curriculum must have those ingredients which constitute that invitational quality to inquiry which returns the individual to the occupation with a sense of knowledge and inquiry about it.

Curriculum development takes place with a confrontation of the ingredients--that which directs to the life image. How do we get there from here? It is difficult because the school structure is toward the death image: admit--process--finish off. Get the people through and we will often "finish them". This image must be defeated. Curriculum must return people to knowledge.

Self-actualization is vital to living education experiences--a confrontation, an encounter or wrestling--where one comes closer to seeing things which will further his existence. Production of one another invalues the concept of people with free minds entering one another and developing each other. Greater wisdom comes from this circular reinforcement of producing one another. As a person is more and more with people, the person finds more of the elements that improve his existence.

We need to have things going for the curriculum to make it meaningful. Reality is a measure of one's immediate existence; the direction which culture holds for a person. Through limitations and advantages he will be able to see what is necessary for him to be in or out of step. The problem is that new ideas are often developed in workshops and conferences but often go no farther than that and things settle back to the ordinary. Usefulness is swallowed up in absurdities. How can children be taught when they are in a position which puts them out of touch with realities? In developing concepts of extended realities, logic proceeds on "what is" but we need to search for the "real". Reality should be examined for content to find important things. Openness of recipients is important to gain insight; it will help to extend experiences. Development of concepts about existing reality is important in developing programs to extend reality. Avoid tenacity of the normal grind; encourage reflection rather than emphasize on coverage. Articulation is not so important; leave room for freshness and new thoughts. Programs often rule out new thoughts.

Authenticity is important, but different for every person. It may be arrived at by individuals in different ways. To some people it is "doing the right thing", and to others it is "to be different"; but unless they can examine reality they may escape from reality without realizing what they are escaping from. This is true in program development if we just add or subtract things without examining why we are doing it. We set up conditions for disaffection or deprivation through no cultural contact, or insight, from relating with people. Affluence should provide an abundance of connections for producing oneself through life contact and much reading. We reside in an elusive manner in set school methods; e.g., finishing schools, course competition. Learning one thing at a time produces a tenacity of grind, and keeps people out of touch with reality.

In developing curriculum, avoid setting up type or ultimate conditions, but think of what is "real". We need to be growth motivated. I caution you not to read too many curriculum books; read one or two and then start reading novels and other materials so you can learn to think beyond your own limits. All the time we are concerned with beginning and finishing. The individual does not see beyond beginnings and ends. We need to look for surprises--new insights rather than beginning and ending. Curriculum people need to be concerned with why there is not more overlearning--learning outside established areas for the realistic person. The mode of operation is even established and no questions are asked. We are not growth motivated.

A "real" person may be fully conscious of processes, but he looks outside to learn and understand more. One need not be always in an unsettled state if seeking for existential reality; he can be comfortable, but with a sense of tensional inquiry present. People become involved with things (men or materials) in seeking reality. An authentic person accepts responsibility for mistakes but can break through and reconstruct himself on the nature of responsibility. "Mistakes are often prearrangements of prearrangers." One who would develop authenticity will keep his mind lucid on different positions and their authenticity, and thus become a more healthy individual. As one proceeds toward authenticity, he develops an openness to ideas and experiences.

There is a need to locate key questions in making judgments. Rejoice as students inquire beyond ourselves. "Face saving promotes false security." Relating to children is not a condition of descending with dignity down to them, but an ascending with them. Teachers need to inquire into ideas with children--to promote greater extension and rejoice when they go beyond us. Use every means to promote such inquiry and you will promote a greatness which will be envied. We must develop more human beings. The principle of removing face saving as a security factor can be accomplished, if we put teachers' ideas into competition--a confrontation.

A state department of education might line up with a state university to establish a national laboratory of its own or establish centers in school surroundings, devoted to think groups, research groups, and implementation groups, to explore environment to develop better integrity with surroundings. Do we guard for ourselves as teachers the education of people? Get rid of this idea; confrontations with students may be in many places--teachers, machines, television, peers, community, books, pictures, or even the most casual of experiences.

We must remove assumptions that labor under the impression that it is a disease if one fails to be elaborative. We must provide other places of learning--retreats to capture thought--and we then enter into a healthy state of inquiry. We also need to become true listeners--not just hearers of words. The teacher must be the first behaver. The principal and the state department of education personnel also need to be first behavers--the first to inquire.

Protecting Subsistence through Life and Health Insurance

Mr. William K. Paynter
Vice President
Institute of Life Insurance
New York

Living from day to day involves risks; losses from risks can be shared. The Government shares risks with the people (fire protection--financed by taxes); and then there is voluntary risk sharing (insurance). Payments for voluntary insurance are according to the degree of exposure to risk. Fire insurance for a wooden house is higher because of the greater risk. An insurance company is a device for voluntary risk sharing; it pays for losses, receives payments, and invests these payments to increase money with which to pay for losses. The most serious risk families face is loss of income; families changing from the self-supporting way of life caused this.

Because we plan our lives on the assumption that income will continue, income is protected by health insurance in case of illness, or in case of disability. Income protection in case of death is the main reason for life insurance, but the living value of life insurance is income protection for retirement. The necessity for money upon the death of a breadwinner involves: Immediate expenditures--taxes, funeral, hospital; income during the readjustment period; continuing income, especially while there are children at home; and the widow's income. Social Security does not provide for a widow's income, but life insurance builds on these provisions.

There are many sources of life and health insurance to meet all the above needs, and there is a variety of policies to choose from, offered by many insurance companies, GI Insurance, and some fraternal organizations. In 1965 about $900 billion of life insurance existed with insurance companies. Health insurance is also provided by life insurance companies, as well as by Blue Cross-Blue Shield and other health insurance companies.

Each family needs an adequate program related to the needs of that particular family, according to their:

1. aspirations
2. other assets--social security, retirement programs
3. stage in family life cycle--beginning, expanding, or retirement
4. family life style
5. character of relationships among members of the family--ties, dependency, etc.

There are several kinds of life insurance to fit particular circumstances. Term insurance is purchased for a specific period of time. An endowment policy matures at a certain time and includes a high element of savings; at the end of the specified period the policyholder is paid back the face value of the policy. The straight (whole) life policy employs the level premium concept. It is less expensive since it does not mature at a certain time. Combination policies for the family utilize straight life on the breadwinner and term insurance on the family members. Employers often provide group insurance which is term. A young working couple should purchase a modest amount of straight life insurance, and then buy some term insurance when children arrive. The average life insurance coverage amounts to $18,300, and nine out of ten families with children have insurance; life insurance is owned by almost everyone.

To some degree, health insurance policies protect the holder against:

1. loss of income (disability--48 million people were covered in 1964)
2. hospital costs (161 million people covered)
3. surgical costs (141 million people covered)
4. major medical (50 million people covered)

Major medical is the fastest growing health insurance today. It pays up to $10-$15 thousand for long or expensive illnesses. The largest volume is written through group plans and often involves (1) $50-$100 deductible and (2) a 20% co-insurance provision.

Life insurance written with a waiver of premium in the event of disability is another type of major medical; the life insurance company waives the premium during the period of disability. The largest amount of health insurance written on a group basis with both insurance companies and Blue Cross - Blue Shield covers hospital and surgical costs.

Borrowing on your life insurance is a less expensive source of funds than a bank. About twenty states impose interest rates that insurance companies can charge policyholders to borrow from the accumulated cash value of their own policy. At the moment about 4% of assets of life insurance companies are utilized in policy loans, at 5% or 6% interest. Why is there so much interest on borrowing your own money? The "level premium" generates the cash reserve behind a life insurance policy. If a policyholder wants to borrow on his cash reserve, the company loses the right to invest the money; the borrower pays back with interest to cover the cost of loss of investment, and increased mortality risks. Life insurance company loans represent true and simple interest, however, and are cheaper than other sources. The policyholder need not repay the principal and actually does not have to pay interest; but if these are not paid back, interest and principal are deducted from benefits paid to the beneficiary.

The following may be useful suggestions for teaching life insurance to teenagers:

1. Teach a general view of family money management to show the place of life insurance and its value in the family.
2. Ask the students to decide what society (federal and state government, private enterprise, and individuals) would do about that 10% of families who would go on welfare if life insurance did not provide some income. (Perhaps life insurance is a type of poverty program.) Group insurance reaches a large number of working people. Life insurance can provide income only for those people who can put

some money into it.

3. Teach students to buy only from companies licensed in their own state. By calling the state insurance commission one can find if a particular life insurance company is licensed in a state. Most life insurance companies are regulated by state law. New York, Massachusetts, New Jersey, California and Michigan are the most strictly regulated; Arizona is the easiest state in which to start companies. There is also federal regulation through the Securities Exchange Commission for stock companies; and the Federal Trade Commission enforces strict audits and regulations on the licensing of agents.
4. Teach the students that families are aided in protecting family income by:
   group life and health plans; individual life insurance policies; pensions; and social security. Teachers are often covered by the Teachers Insurance and Annuities Association of America, through group coverage. Many public schools don't have group plans because they are involved in state pension plans. Soon government intervention may be seen to provide portable pensions--when a person works at a job a certain time, that person would have the right to the amount of pension earned (vesting rights).
5. Teach the students the sociological aspects of the major threats to family income: illness; death; disability; loss of job; community disaster destroying jobs; lawsuit (garnisher of wages liability); old age.

The Role of Social Security in Financial Planning

Mr. Alvin David
Assistant Commissioner
Social Security Administration
Baltimore, Maryland

Social Security is a significant example of financial planning--saving part of the income during working years for non-working years. This has pointed up the necessity to plan on one's own for eventual retirement. What has been done so far in Social Security? It has stimulated the sale of individual insurance and the establishment of private pension plans to supplement retirement income. Social Security aims to prevent poverty and deprivation in old age, due to loss of income and illness. It now has wide acceptance as a social institution in the United States. It must conform to human aspirations and goals. While people work they contribute part of their income to a fund, which is supplemented by another contribution from the employer, to help in retirement, disability, or bereavement.

Social Security is connected with the responsibility for the management of one's own funds; it is an earned right, not a giveaway. People can accept Social Security with dignity and self-respect as it is not an undue repayment. The conditions under which benefits are paid are strictly spelled out by law, but people can appeal for individual considerations. Since benefits are paid from current contributions, as income and wages rise, contributions rise; therefore, benefits can be more realistic to the times.

The Social Security Administration feels an obligation to inform the public about benefits available. Provisions have changed over the years to cover nine out of ten working people in the United States in areas of retirement, disability, and medical care. Prepayment during working years for medical care is now possible--paid from current contributions to keep benefits current.

The scope of the Social Security system is as follows:

90% of those people 65 and over are covered by Social Security or other government plans;
80 million earners contributed during 1965;
9 out of 10 mothers and children are protected from the loss of the family breadwinner;
$20 billion a year represents the annual payments made through Social Security.

Social Security has taken over much of the load of public assistance programs to provide for orphans and dependent children, and has cut in half the number of old people receiving old age assistance. It helps not only low wage earners, but farm people, skilled workers, and executives. Social Security prevents poverty and, without question of need, helps people live in retirement at better than a subsistence level. For approximately 85% of the beneficiaries, Social Security is the only protection in retirement; most of the remaining 15% receive over half of their retirement income from Social Security. This often results from difficulties in the vesting of private pensions. Seventy-five percent of the people receiving Social Security would be below the poverty level without it.

Many improvements are planned for future content in Social Security plans. We plan to maintain the adequacy of cash benefits in terms of purchasing power to maintain the level of living at which they were when benefits began, or to share in an increased level of living present in the society today. Recent amendments will result in increased benefits paid--maximum benefits will be $168 per month for one person; $264 for a couple--non-taxable. Many people feel that benefits should be substantially increased at minimum levels; this is not truly justified because the lowest paid persons often worked only a few years or part time. Reduced benefits of 80% are paid to over half of new enrollees (available at age 62). Full benefits are available at age 62 for the fully disabled. The definition of disability (at 62) is hard on some people because they 1) may not be able to get another job if the present one is lost; or 2) may not be able to pursue usual jobs but could sustain "some productive activity". Men on the roles at full benefits at age 65 receive an average of $107 per month; at 62, they receive $78 per month.

Civil Service and military retirees have benefits adjusted to the cost of living; this is not true of Social Security at this time, but ought to be. It would cost considerably more. How would a substantial increase in benefits be financed? Presently 4.85% is collected from the employers, and 4.85% from the employees. We could raise the money by increasing the base amount subject to tax from $6600 to the area of $1300 to $1500; but this would increase the amount collected by only 5 percent.

There is a "retirement test". People cannot get full benefits unless they are retired. A person can earn $1500 exempt and get full benefits. Beyond that, benefits are reduced one dollar for every two dollars earned up to $2700, and after that reduced dollar for dollar. The purpose is to save money to pay more to the people who cannot work. If we paid full benefits at 65 to those who still worked at full wages, it would be like a "birthday present"; a birthday present costing $2 billion more a year.

Developing a Financial Plan for Effective Living

Dr. Clifford Bebell, Vice Chairman
National Committee for Education
in Family Finance, and Conference
Consultant

There is presently a tremendous amount of interest in Consumer Education as can be evidenced in newspaper articles, magazines, television programs, proposed legislation and interest groups. Consumer Education involves personal considerations, as there is no such thing as a "wise choice" or "sound money management"; this depends on individual characteristics. These characteristics center around: 1) goals and values, 2) personality characteristics, and 3) money management techniques.

1. Goals and values: Money matters are really very idealistic rather than materialistic. Money as salary represents a return for effort expended. The value of the effort varies with the employer. Individuals have deep inner desires which reflect the values of the individual. As the individual uses money for these desires, he establishes a priority system for himself. Our priorities must be realistic to ourselves to bring maximum satisfaction.

2. Personality characteristics: We are subject to our compulsion. A person on a tight money budget is usually also on a tight time budget. A budget must consider the personality and provide for a long range plan while also allowing room for impulse buying. We must consider our angers and hostilities--such as universal hate for the landlord.

3. Money management techniques: Our only reward from money earned is the psychic satisfaction derived. We need money for unexpected expenditures as well as the usual ones such as the rent. There are many conflicts--immediate or deferred spending, spending on ourselves or on others, buying things that last or those which do not last. Our money is managed according to our individual goals, values, and personalities.

Within this view of a plan there are some implications for education. We must identify what can be changed and what can not be changed. In terms of what can be changed, how does a teacher go about changing values and attitudes? What right do we have to change them? We can't teach life values unless we believe in them. Attitudes are not "taught". One of our most important tools is the ability to develop critical thinking in students--particularly in emotional matters, social issues (including their own lives), habits, and values. We may have some success through transfer, by training through practice--junior achievement, buying, trips--and actual experience in the curriculum. We can use the inductive approach--divergent thinking to open doors rather than close them. Where people have characteristics they can't change, shift from teaching to the guidance function. Then we learn to live with what we cannot change.

Consumer Education therefore interacts with essential areas of education; it is not peripheral. Consumer Education cuts across subject matter levels and is an aspect of all subject areas. It should probably not be a separate course. This provides us with both the challenge and opportunity to work with special interest groups in the community--with axe grinders and axe grinding material--to help students to deal with pressures of advertising with which they are bombarded hourly. Kids will never learn unless schools help and help realistically. The State Departments of Education are emerging into professionalism. The most responsible role in the next generation will be with the State Departments of Education. In creative federalism, educators are looking for a balance between centralization and de-centralization. The local school districts need someone who can present its view to the federal government.

There are the problems in working at the State Department of Education level. One very puzzling problem is communication and contact. Participation is compounded by large numbers of relationships or by large distances. There is a need for a balance between functions of leadership, service, and regulation within the State Departments of Education. There may be a tendency to use power too often: floors becoming ceilings; pulling is better than pushing; positive motivation is better than criticism; and leadership is better than shoving.

I would end by saying that there seem to be seven responsibilities of the State Departments of Education for furthering education relative to achievement of a satisfying financial plan for living:

1. Establish a statement of goals;
2. Provide information about the subject, and about resource people;
3. Provide suggestions for activities and projects;
4. Provide information about materials and resources;
5. Provide help in planning local workshops and in-service programs;
6. Provide in-service programs at the state's initiation;
7. Provide and support research in pilot projects.

The Role of Advertising in the American Economy

Mr. Nicholas VanSant
Vice President
VanSant, Dugdale & Co., Inc.
Baltimore, Maryland

We must have the following attitude toward our economy to understand the role of advertising:

> It is false to believe that "material progress is destructive of spiritual values"; and it is true that "the United States system of economic enterprise is desireable".

People in the United States on the whole are happier than citizens in other countries where there has not been so much material progress. A free enterprise system has given us the richest country in the world--more automobiles are stolen in the United States than are manufactured in Russia.

Advertising is a unique business that has been developed nowhere in the world as it has in the United States; this is particularly due to the communications systems in this country. Advertising represents a relatively small part of the economy of the United States, roughly $15 billion a year. General Motors spent $125 million on advertising last year while sales were at a level of $200 billion, or six-tenths percent. Soap companies spend more; for example, Proctor and Gamble spent six percent.

Americans are continually exposed to advertising. Advertising thrives on public inspection and is effective only if seen and heard. It is a branch of communication, aimed at sales contact. It is specific, and has confines, such as magazines, newspapers, television, radio and mail. Advertising is a part of the selling process, but proportionally a small part; often it is used as an alternative, usually when more effective or economical than other means, such as personal salesmen.

Advertising gives the American economy specialization, or facts about specialized production to benefit the people. Advertising, by generating the volume of sales, helps in the system of mass production; and it gives the economy mass distribution, though the cost of distribution is still quite high.

Competition, announced through advertising, spurs improvements in products. Kodak, when faced with Japanese and other American cameras, developed the Instamatic camera. Advertising spread the word and created a great demand, which boosted business and justified the money spent on research and development.

The collateral benefits of advertising are not to be ignored. Advertising has helped convert luxuries into necessities and has developed the obsolescence attitude. What about the fantastic "waste"? Well, for $220-300 you can buy a car--four wheel transportation for one month's salary.

Advertising makes the United States Communications system great; the people are informed and broadly educated. And there are several ways in which advertising helps educate the United States public. We can subscribe to magazines for less than their actual cost because advertising helps defray the cost.of magazines--16 million copies of Reader's Digest are published per month in the United States, and 7 million copies of both Look and Life are put out per week. Life would cost fifty cents more per copy without advertising. A full-page advertisement in Life costs $50,000--only one and a half cents per reader, based on circulation.

Television advertising makes TV broadcasting more available. Children know more today, at any age, than they knew before the widespread use of the television. Advertising pays for the contributions made to the education of the public by printed media, radio and television.

Advertising is a portion of the selling process--not an entity *in itself. Advertising is an alternative for the businessman,* providing mass communication which makes mass distribution and specialization possible. There is some very bad advertising, but on the whole, most is well above average.

Advertising is based on a 15% commission system. Magazines do not sell to manufacturers because professional advertising agencies make better advertising. The agencies provide "services"--market research, pre-testing of TV and radio commercials, collateral materials, magazine ads, displays and such. Advertising agencies have little control of programs produced, but they do have the ability to apply pressure to remove bad shows. Whether to use the emotional appeal or the rational appeal depends on the product and the company image. Psychological studies have been made on the impact of color and the many other new techniques. Look around you and the many contributions of advertising to the American economy are obvious.

The Effects of Advertising on the Consumer

Dr. Colston E. Warne
President of Consumers Union,
and Professor of Consumer Economics
Amherst College, Massachusetts

Advertising may be described as a powerful educational system in active competition with traditional public education. Advertising education is all-pervasive and singularly effective. Its appeals are direct and positive.

Its women are immaculate and grinning creatures, even in the most menial of household tasks. They enthuse over Heinz baked beans, Kleenex, and Johnson's floor wax. Life is dramatized action featured by the new, the glossy - by action, and, of course, centrally by brand name living. "Live like me", the ads suggest, "you can afford it". And, given the proper combination of cosmetics, soft drinks, aspirin and toothpaste, you will come to possess vitality and synthesized charm.

The man in the advertiser's world is a bit less tidy than the woman; he is commonly the wind-blown, outdoor type fortified by 300 horsepower, a fifth of branded Scotch, and a newly opened package of cigarettes which he if offering to his calm, streamlined companion. Or perhaps he may be fishing, preparing a barbecue, playing with the well-groomed children, or demonstrating his relaxation in the branded chair before a branded television set.

Enrollment in the school of advertising occurs early - far earlier than in the public schools. Captain Kangaroo and his colleagues with their assorted brands of cereal, peanut butter, grape juice and toys create indelible images (and indelible impacts) upon parental pocketbooks and tempers.

Perhaps the Advertising Age writer exaggerated a bit in saying, "Teenagers are reachable, open minded, impressionable, easy to sell. They have a passion for possession that oldsters have lost. They have not learned to edit out selling messages and sounds and impressions. Get the teen-age fly to come into your parlor and little by little the web will be spun. Then when they grow and marry you haven't lost the customer, you have gained a gold mine. Roll out the red carpet, strew the rose petals, why keep plodding in the petrified forest when you can blaze a trail through the forest primeval with the teens.... Cater to the teenager with the warm glowing dream in her eyes as well as the cold hard cash in her hand."

"The most important thing," Mr. Peter Bart of the New York Times concluded, "is that adults and even teenagers be made aware of what is happening. The upcoming generation has been called a television generation but a better name might be the advertising generation. Advertising becomes an integral part of its daily diet. It is to be hoped that this diet will result not in greater vulnerability, but in greater sophistication and that Madison Avenue's bombardment will by its very intensity be self-defeating.

A leading advertising practitioner, Alfred Politz, well stated the basic objective of advertising in the Wall Street Journal. The solution to marketing problems, he affirmed, "is not necessarily one of giving consumers what they want but rather to make consumers want what we, the marketers, want them to want."

The many talented practitioners in this field are indeed involved in the assessment, the cultivation, and the exploitation of marketing desires. Public fancy is painstakingly probed and impelling messages emerge which create the images which millions see and subsequently dream of. Brand loyalities are developed through the insistent voices which urge consumers to action.

If the goal of marketing is to make consumers want what advertisers want them to want, this process by no means ends at the age 20. The advertiser proceeds from primary to secondary school, to college, then to adult education and ultimately to the education of our senior citizens.

Advertising has not been inattentive to men. "The seafaring man is a Catalina man." "You're a natural wonder in a natural look sport coat." Yet the male animal has been a notably elusive target. The Hat Corporation gives "a little friendly advice to young men in a hurry. Most business executives we've talked to prefer to hire men who wear hats." (Yet, despite such coaxings, the continued decline of the hat market suggests that advertising is not all powerful.)

What emerges from all these advertising blandishments may be a consumer distaste for the process. At best, advertising may and undoubtedly does add novelty to dull lives, or luster to dog food. At worst it can be boring.

In the highjinks of modern distribution, not only is company pitted against company, but industry is frequently pitted against industry. Thus the advancements of margarine against the "high cost spread" have led the butter industry to unify in counterattack.

In two short generations, modern industrial technology has brought about a complicated market pattern which has wiped out the backlog of familiarity with goods based upon custom and family lore. In the resulting vacuum in product experience advertising was force-drafted in a few years from small scale space peddling into a $15 billion institution.

The privilege and responsibility of supplying product information fell into the hands of those who were frequently ill-equipped to supply the necessary technical knowledge of modern industry's products and who were also unable to achieve objectivity and lack of bias in the information they circulated. The nation needed accurate product news as a substitute for the word-of-mouth reports based upon the simple rural handicraft experience. Instead it got an immature advertising industry.

In earlier days, goods were simple, values were known, action was directly across the counter in a setting in which unfair dealing was punishable. Honesty was truly the best policy. With the shattering of traditional consumption patterns, dependable commodity benchmarks disappeared. The quack could with greater ease prey upon the community.

The enthusiasm with which advertising has been deployed in the twentieth century has led to our supermarkets being turned into jungles, to our market place becoming a shouting bazaar. *The free choice which is at the core of our economic democracy depends upon a fair exchange of knowledge - knowledge of price, knowledge of quality, knowledge of quantity and knowledge of the limitations associated with the product for which we exchange the fixed and standard value of our income in dollars and cents*. Consumer freedom of choice is the mainspring of our economic system, but the freedom of a blind man to match the colors of his costume is too limited in our time. Uninformed choice is not free. When the consumer is denied the knowledge essential to rational choice, advertising cannot boast of a vote of confidence in its operation. Advertising has too often concentrated upon the misleading or unessential. It was advertising which was primarily responsible for the birth and growth of the consumer movement, here and abroad. Instead of telling the simple truth about articles offered on the market, the advertising industry has generally embarked upon a program featured by superlatives, half-truths, pseudoscience, and irrelevant appeals. This neglect of the consumer necessitated the birth of a new social invention - the non-profit consumer testing organization which is centrally designed to detect truth from fallacy in advertising claims through the employment of impartial product testing.

Technology is now showering on the nation a variety of completely new goods, as well as old products in new forms and packages. Product news has become an imperative, born of the world technological revolution. As new articles - washing machines, miracle drugs, synthetic textiles - emerge, the need arises for accurate and reliable product guidance. Had advertisers supplied scientifically trustworthy information, there would today exist no vacuum of need which would bring the consumer movement into existence. While sellers have in their advertising copy commonly sought to avoid discussion of the actual product, consumer testing agencies have been fascinated with products and have found consumers eager to obtain dependable facts concerning product performance. Indeed, the very qualifications which reality imposes upon the published results of our tests are far more effective than the superlatives of the advertiser. The description of the behavior of goods in use has a very real fascination for consumers. Our test results are trusted.

Advertising is a valid mechanism for disseminating information; an immensely potent yet neutral mechanism. It may be used to communicate truth or fallacy, to exaggerate or to understate; it reflects the emphasis of those who employ it.

Let me turn for a moment to a brief discussion of recent trends in American advertising. I do this because Consumers Union has in the last year published a book by our former Director, Dexter Masters, *The Intelligent Buyer's Guide to Sellers* which deals directly with the impact of advertising on our value system.*

***The Intelligent Buyer's Guide to Sellers*, by Dexter Masters, Consumers Union, Mount Vernon, New York. ($1.50)

American advertising is today a vigorous and uninhibited force. It has little feeling for tradition or custom. It is willing, even eager, to turn radio and television broadcasting into instruments of consumer torture. Indeed, one out of every four minutes of broadcasting time is spent in appeals that we purchase automobiles, cigarettes, detergents, toothpaste, gasoline, or pills to cure the headache it creates. Moreover, upon its decision depends the fate of all our radio and television programs. Advertising also appears equally willing to desecrate our landscape with billboards and to warp the editorial content of magazines and newspapers as the food industry has done in the case of the Truth-in-Packaging Bill.

As Dexter Masters has stated, "...The mesmerizing hold of the idiot box, whether the sound-idoit-box or the sight-and-sound-idiot-box, is beyond the capacity of most people to break easily; perhaps the relationship is too personal to be lightly broken."

While some American critics of advertising are prone to condemn the whole institution of advertising as a materialistic challenge to truth and decency and to social responsibility, my own feeling is that much of contemporary advertising is "tuned out". Dexter Masters feels much the same way. We hear and see so many thousands of messages a week that we learn to become oblivious to the high pitched voices insistently demanding allegiance to their wares. We have so often become bewildered by the competing stupidities and so fed up with the superlative claims, that we distrust those who profusely demonstrate their inability to achieve objectivity and lack of bias in the information they disseminate.

Perhaps we need the development of some affirmative policies to meet the problems associated with mass advertising. Let me set forth a seven-point program as a set of tentative proposals concerning policy development in this field.

1. Comparative testing represents one of the best antidotes against false and misleading advertising.
2. Governmental regulatory authorities should vigorously enforce existing statutes in order to make advertising more accurate and informative and to eliminate deceptive practices.
3. I should like to propose a policy of caveat venditor--let the seller beware--a policy to be enforced by legal institutions. Succinctly, I start on the premise that an advertisement should be a warranty to the purchaser of the price and quality of an article.
4. There also exists a critical need for commonly accepted designations of consumer goods--designations couched in terms mutually understood by the buyer and seller. We need to institute the whole range of consumer standards of identity, standards of safety, standards of performance, and overall standards of quality.
5. It should moreover be recognized that the new communications media of radio and television were not created for advertising. The airwaves of the world are owned by the consuming public and all the cost of radio and television, whether indirectly assessed through advertising or directly assessed through a tax on the set, are consumer costs. Advertisers, when they are allowed to use the new media, are non-paying guests in the home and should

not be obnoxious, longwinded, stupid or inane. No advertiser should control program content or gear to the lowest common denominator of mass taste.

6. The countryside belongs to the consumer, not to the advertiser. There is no inherent right to create incessant affronts to the human eye every hundred yards along a highway--a procession of billboard slums.
7. Newspapers and periodicals have their central responsibility to their readers, not to their advertisers. This responsibility is compromised whenever dubious standards of advertising acceptance prevail or where choice is warped by planted stories designed to sell, not inform.

In conclusion, let us affirm that consumers are willing, even eager, to be told with accuracy and candor about new or truly improved products, or for that matter, to have their memories jogged about the merits of existing products. The consumer has no quarrel with advertising as such. His basic quarrel is simply that this medium has been misused. As a whole, it has not been designated to inform but has been powered for a lesser objective--the promotion of brands. And being so powered, it has less often led to consumer enlightenment than to consumer bewilderment.

Behavioral Outcomes as a Basis for Curriculum Development

Dr. Richard Neville
Assistant to the Dean
College of Education
University of Maryland

If we plan to set up a highly categorical curriculum guide and it ends there, Consumer Education will be in bad shape. We need to focus on human elements as a foundation of curriculum development; we need to give teachers an opportunity to probe basic ideas of family finance so that they become sparks, and teachers are able to help children discover the truth.

As we reach out to accumulate a storehouse of information, if it is to be imparted, we have to have a questioning attitude about knowledge to open doors. We need to know where, how, and why we are going where we are going. We need to set our conceptual field in order. Many everyday problems are in family finance. We need to excite teachers to the fact that in discussing such mundane things, we can open doors to refinement; then students become more than familiar with substantive aspects of the program.

As educators, our responsibility is to promote human rationality. Through probing and opening doors in an area, people develop a new level of selfhood. They develop a structure of learning so that people feel that they can look at the unknown and gain from it. Consumer Education can make clear a whole series of ideas that accrue to citizenship within a social system with a feeling of responsibility.

How do we develop a group of teachers to develop this feeling for knowledge? Take a curriculum guide of principles--dissect each principle to the development of human rationality. If teachers do not do this, they develop definitions--verbal chains which become meaningless definitions. We need to transform a curriculum guide into a living entity for a group of teachers.

We must teach principles; e.g., "round things roll"--define concepts so that children understand. We need to define concepts in Consumer Education as a vehicle to reality so students can see one field in relation to others. We must look at ways which the truth gathered from all points of view can be synthesized and used to help kids. What are the significant ideas in Consumer Education which should be used with students to help them think rationally?

We must show concepts which are part of generalizations; e.g., "what are the characteristics of round things?". This requires more than the dissemination of a booklet. Teachers have to provide an opportunity to think and analyze. After synthesis, develop a series of interrelated principles, then move into conceptual relationships. After principles are developed and concepts have been set down, then teaching materials and methods can be developed; resources and resource people can be accumulated. Behavioral objectives are significant to learning experiences. How do I know when a student "understands a principle?" Set down statements of behavioral descriptions which can be expected after a concept is understood. What can be seen if the student knows the concept? How does the student act? When a child develops the principles he can use them in a problem-solving situation which falls within the area of these principles.

What is teaching? It is not revealed truth based on tradition. Tradition is fine, but it needs to be re-examined in light of new knowledge. Be able to ask what rationale is behind actions. What curriculum materials will lead to teaching for rational behavior? How do they differ from present materials? The way we use them differs rather than the materials themselves. The involvement mechanism is important. How would a student behave if he had mastered a principle? A good curriculum guide has fewer topics and more activities. A curriculum guide should define concepts and activities to develop comprehension. Offer in the curriculum guide some statements of possible behaviors which might be exhibited if students understand concepts.

Do not allow the formal organization of school to preclude development of children. This is particularly true in the case of the disadvantaged. Family finance is really intricately involved in "self of students". Teachers need to believe in principles they are teaching, then they can draw the children out--to act, move, think, and get dirty. Get kids excited about a given area and their reading flourishes and they begin to think more adroitly. A vital curriculum is necessary to develop this type of thinking.

Principles of Consumer Education are statements of general truths from economics, psychology, management, and sociology. There is no "wise" consumer decision--all are based on various people and their make-up.

Reflections on Consumer Education

Dr. Fred T. Wilhelms
Associate Secretary
National Association of
Secondary School Principals

In the study of Consumer Education in the 1930's business was depicted as bad. Children made toothpowder and face cream as though they were going to set the economy back to the handicraft stage, just to prove how nasty business was. To prove to the youngsters that they really did not need all the new things business was offering, they were taught to save. (The economy needed to be spurred.) Consumer Education used to be aimed at dampening wants--to keep people from buying. It taught that business should be ethical and showed how they used motivational research. It took many years to get around to a discussion of consumer ethics.

Consumer Education today aims at getting children to live as well as they possibly can in this world of plenty. This is not a selfish goal. Consumer Education ought to be a happy area of study to spur youngsters to look at life with a happy outlook--to see all the good possibilities of life. Consumer Education should be a body of materials which students use to pursue a happy life.

Consumer Education is often the best medium for kids from earthy areas to get to the rather lofty realms of personal worth, in social and economic aspects. Consumer Education is needed by both low and high level students, even though it is true that consumer education has a peculiar ability to pick up low level kids and give them a lift to a better life.

There is not an official position by the National Association of Secondary School Principals on Consumer Education, but there is a heavy commitment toward it. There was a very favorable response to a letter in the Journal about the fact that it is time to take another look at consumer education. Case studies from the Council on Consumer Education are available on request, and a special issue of the Journal is being prepared (due next fall) which will be devoted to consumer education.

The matter of teacher education in consumer education is a problem now because the field is not wide enough to warrant full preparation in colleges and schools. So, there are not many teachers available for this area, although some lack of preparation can be an advantage because the teacher then does not tell the students everything, but makes them do more searching while the teacher is also searching. The teacher mainly needs enough nerve and methodology to find out what the kids want to learn and then let them go about learning it. It is perhaps also helpful for the teacher to have had some experience in sales or retailing to see the consumer from the other side, too. I feel that anyone going to college should have a course in economics and one in family living. Then in-service work is important to develop methods and materials for a particular school or system. For an elementary school, perhaps the release of one teacher per school for one period per day would facilitate review and selection of material for use in an elementary curriculum. The one teacher would then pass on to others the results of her work during the released time.

The best vehicle for members of the State Departments of Education to present new ideas at the local level is through the principal. Work effectively with the principals. The principal is often the bottleneck for new ideas. The principal needs to be educated to your concern; he needs to be approached with enthusiasm; you need to let him use you as a resource person. Your ideas and enthusiasm for consumer education can be carried to the principals if you will get on the program of the State Association of Secondary School Principals; get some activity going at the National Convention; get time on the state and area meetings of principals. There seems to be a great need for schools to develop a method to approach this topic.

There should be articles on consumer education in the state professional journals. Newspaper stories in the local papers about workshops and in-service meetings in consumer education help to develop interest. There is currently a need for materials for use with potential drop-outs and disadvantaged youth--consumer education seems to be a natural for this along with the vocational subjects. The practical aspect of consumer education is a strong selling point because every student can relate to it; it is not just a group of skills or bare knowledge. Nothing is harder in schools than to keep in touch with real life; getting too technical is a problem. For example, in Pakistan the backward people were being taught to read by reading Persian poetry; what they needed to read was material on nutrition. Both reading and nutrition could have been taught at the same time. Do we use consumer education material in basic adult education classes?

There are lots of materials available from business and industry but it is hard to decide how to use them. While they contain good information, you often decide that you cannot use them. If education and business could get together on the preparation of materials for school use, many good classroom items could be developed. Can educators do something about this? How about a Council on Consumer Education? Do we need a national organization with experience to decide what needs to be done in order to coordinate business and education? Someone has to do something.

At this time of turnover and change in curriculum, there are wide-open spaces for new developments. Vocational education is developing and open areas exist in social studies and the humanities. There is going to be a huge curriculum revolution in the next few years, and it is not possible to predict which way it is going. The emphasis is certainly on a real-life approach to democratic society. The many teachers with backgrounds in consumer education and family finance are the ones who should be strongest in designing this curriculum change.

There are several ways in which you may approach development of a program with orientation on consumer education. First, develop a perspective. This means to take time to look at the job in total; see what needs to be done and what value it has. It is heartening to be shown a total job and an accompanying inventory of what is already being done. The work load does not look so big. There are lots of things that can be defined as being done in consumer education in home economics and business education.

Next, define what could be done by "little flips of the wrist". For example, the math department might put a little twist in the program that would have consumer value and also make a better math program. Don't put in consumer aspects just for their own sake, but for a better, more interesting approach to the other subject matter. There are lots of "little flips of the wrist" that can be defined.

A third approach may be to have each department develop one or two units of their subject on Consumer Education. For example, an English department could put in a unit on precision of reading through the study of advertisements and labels. If you are able to move this far (the three defined approaches), then you need to ask yourself what else can be done.

Another idea, or approach, I would like to leave with you is not to overwhelm a teacher or a school with Consumer Education literature and materials. If you talk of Economics, this too might be frightening; or Consumer Education may have the bad connotation of the earlier programs. But, can you as groups in workshops, or as members of the State Departments of Education, develop starter kits in consumer education? If a teacher would like to start some consumer education in the classroom, could you develop a kit that would list a few excellent ideas; a few excellent films, filmstrips: a few readily available resources specifically oriented to a certain approach to Consumer Education? The teacher could then have a start--a "do-it-yourself" resource kit that would not overwhelm her and lead to inertia.

There is plenty of enthusiasm around for Consumer Education. Lots of people leave workshops or in-service sessions with much ambition and enthusiasm. How can a teacher like this who has had a shot in the arm spread the wealth? We must find answers to this. The youth themselves may be the answer because they often can move principals when others cannot.

Evaluation of Instructional Materials

Dr. Harlan B. Miller
Director of Education
Institute of Life Insurance
New York

There seem to be three evidences that consumer education and financial planning are going to become more and more important:

1. Teenagers spend a lot of money each year--about thirteen billion dollars; and they influence the spending of much more than that.

2. Age at marriage and age at the birth of the first child are close to the age for completion of high school; so family financial planning is not a distant goal, but an immediate need.

3. Many families declare bankruptcy each year, and the percentage of families who do is continuing to increase.

These evidences seem to give a sufficient indication of the need for consumer education and financial planning. There is an abundance of free and inexpensive instructional materials available for classroom use relative to these topics.

In reference to the use of these instructional materials, you must know what you want to accomplish; you must know the group you are working with; and you must know your own strengths and weaknesses as a teacher.

After making these determinations, select your materials according to the following five questions:

1. What is the purpose of the material? Is the content up-to-date? Is the content reliable, readable, and appropriate? What bias is represented? What teaching technique is involved?

2. How will the students use the materials? How will they use the class assignment and outside reference materials? How will they incorporate the facts?

3. What is the authority for the material, who put it out, and what is the date?

4. How available are the materials, in what number, and what is the price? How long will the creator keep it available?

5. What is the format, including size of print, use of illustrations, use of color, general layout, and over-all appearance?

Education for Social Change

Dr. Gordon Mackenzie
Professor of Curriculum
Teachers College
Columbia University, New York

We are living in a period of intense social and technical change. Emphasis on change in schools is very widespread. Political realities are such that schools are forced to be more productive. Both public and private schools are considered essential to national welfare. Education has been recognized as sufficiently complex to command a wide variety of materials and resources.

Strategies for planned innovation have become major tools in American life -- inventing ways to invent. Education can ill afford to be out of step. Substantially improved strategies for planned innovations in education now seem possible. Several books are currently available on this subject: Bennis, Benne and Chin - *Planned Change*; Rogers - *Diffusion of Innovations*; Miles, Mathew (ed.) - *Innovation in Education*. Richard Carlson, University of Oregon, has materials; Ohio State University has a study, as do Buba and Clark, University of Indiana.

We can approach the problem of bringing about change by considering it as a process. What are the problems of bringing into practice our materials? Buba and Clark suggest bringing about change through: 1) research 2) development 3) diffusion 4) adoption.

1. Research for the advancement of knowledge is not useful in direct education processes. Research in an area does not tell us how we can use it. Many innovations and ideas do not have a research base, but many do.
2. Development includes invention; design; and evaluation. An *invention* is the formulation of a new solution to a problem, *of the formulation* of an innovation. Project Head Start for disadvantaged children was an invention. *Design* is the creation of a package for the idea--the organization, selection and creation of materials. Many innovations in education fail because this step is neglected. Teacher plans and teacher preparations are important. Materials should be adapted to proper level and purpose. Facilities and materials need to be considered. The time factor needs to be considered--how much time needs to be devoted to an area in the curriculum? An *evaluation* is a rating of the innovation. There ought to be *a try-out* of programs in a variety of situations--various types of schools and communities, various consequences. Are we getting the results we want?
3. Diffusion is an important and difficult area. Considerable breakdown occurs here relative to dissemination, demonstration, analysis and comparison, and trial. *Dissemination* is the effort made to create an awareness; to give people information about new ideas.

Demonstration provides individuals an opportunity to look at the worth and feasibility of ideas. Analysis and comparison allow for a study of credibility, cost and desirability. Trial provides for experimental use in particular situations.

4. Adoption is putting an innovation into use. The decision to adopt a simple or complex matter is often difficult because innovations can come into schools from so many sides. We need a clear procedure to checking into the adoption of innovations.

State departments of education use legal power, leadership and persuasion to influence the curriculum. Innovations are conditioned by forces operating among various systems in the pattern of influence; e.g., if colleges do not adopt PSSC Physics, how can teachers be prepared?

Materials help to take care of wide differences in teachers; they help clarify ideas for teachers. People are trying to develop "teacher-proof" materials so complete that teachers cannot misuse them. How much adaptation of a program is necessary to institute change? How much change in present programs is necessary to make room for innovation?

Some innovations raise questions about the teacher's role. Change in one program, for example, shifted the teacher's role from a purveyor of information to one as guide to selection of materials. This requires in-service education. Something that can be added without threatening the present program is more easily installed. Things aimed at changing values are difficult to install. Have a planned strategy for innovation. We can diagnose the situation and avoid many mistakes. In adopting innovations we must clarify the professional task and define what specialities are needed.

Texas has a new division of Innovation and Assessment. New York has one which considers itself a stimulator--it provides grants and assistance, but does not take over in operational areas. State departments of education can help local districts greatly in gathering and screening materials and providing support. These new units report directly to the superintendent to check on new areas and provide power impetus. Time limits pose great problems. Projects are often started before adequate planning can be undertaken. New federal programs, with their time limits, have created problems. Hopefully, this problem will be corrected with time. Curricular imbalances often occur, also, because of money availability. Sizable research staffs are helpful at the state level. National research and development centers are valuable. Generous federal support is available for laboratory schools.

Outside influences on education often create confusion of roles of both teachers and administrators. Pressure for Consumer Education in the New York schools went from the Attorney General to the Governor, and finally to the schools as a mandate, with no thought about teachers, materials, facilities, or programs. Another problem is that programs are often started without certification preparation.

In Job Corps Centers informality in the classroom has been adopted because people have been afraid of formal school situations, and they want to make students as comfortable as possible; however, many programs are not accomplishing all they are supposed to do. We need to look carefully at returning Peace Corps workers as professional educators. Faculties of many schools are often too entrenched in tradition to appreciate the Peace Corps teacher. Peace Corps workers work on developing the entire individual -- at school and at home where an informal give-and-take is often most effective. Peace Corps workers have good attitudes, are flexible, and are not authoritarian. The Peace Corps' meaning and purpose is different from the educational system of the United States. We often have different needs in formal education. Peace Corps returnees need more formal teacher education. We are too prone not to change in education; e.g., offering business experience to business teachers for six weeks is opposed most by teachers who haven't been in an office for twenty years. We now have a tendency to be too worried about people on the lowest end of the scale. We need to keep ourselves loose and look honestly at the actual values of all proposals.

Teachers need to have some exposure to the outside world in order to relate to students. There are tremendous possibilities in outside forces. We need a positive view and flexibility in order to capitalize on all this outside material. Teachers tend to react too protectively with education. Most teachers instruct better with more preparation, but we need to be rational, not over-protective. The Peace Corps and other big new programs are now providing the first real competition; education needs to do bigger and better things rather than try to be too protective.

Industry demands high-gear education; innovations should be made with care and thought, in order to avoid half-baked ideas. But, we don't necessarily have to move slowly. We can evaluate quickly and move on the basis of priorities; use our strategy for change.

Problems in Providing Transportation

Mr. Raphael Cohen, Owner
Merit Motors
Yonkers, New York

The educated consumer is the more profitable consumer to the retailer. The franchise system is the most sophisticated method of distributing a product. The manufacturer wants the most economical means of distributing his product. The automobile dealer pays for the vehicle before it leaves the plant; he must set up warehousing facilities and a salesplace; then, certain service obligations which do not involve the replacement of parts are assumed by the dealership. A basic price structure exists for dealers:

Cadillac and luxury cars--25% markup
Regular size cars--24% markup
Compacts and intermediates--21% markup

There are publications on the market giving the exact dealer cost of automobiles. Auto costs have not gone up for manufacturers for the past several years, but the intermediate size cars have caused price creeping.

The Monroney Act requires a sticker to be on the window giving the items on the car and their price which serves as a guide to the consumer. During the first six months of production it is fair to expect a 10% discount on a compact car; 12% on an intermediate car; and 15% on a full-size car for the basic automobile. For the luxury models, it is fair to expect 2% more for any one type.

The auto dealer pays the same price all year long--a guaranteed price; the automobile industry is an oligopoly which creates no price competition, only styling competition.

Be wary of end-of-year inventory sales; this cuts into the dealer's profit margin and he is likely to make a profit elsewhere. Remember that when buying an automobile you are not purchasing a final sales item; one has to return to his automobile dealer many times during the life of his automobile to receive service. Service, sad to say, is becoming the lost art in the automobile industry. Vocational schools are not training enough young men to go into the automotive business. The pay is not enough combined with the hours worked to make a living wage--average wage is $4.50 per hour.

Consumer's Union magazine is a good guide to purchasing an automobile because they objectively set forth what each manufacturer has to offer. Really, though, except for an occasional lemon car, there is not really a "bad" car made today. There are some other magazines which test automobiles, but they lack objectivity and often do not publish critical items.

In making your purchase, first try to find a dealership which impresses you with the way it handles you as a customer. There are "standard systems of selling; for example, the Hull and Dobbs system: Get customer into showroom and get him excited; get him on an order pad no matter how ridiculous the price offered, then work him up in price. This is considered a "lowball" selling technique. Then tell the customer that this will have to be approved by the manager, who says this deal cannot be accepted. The customer ups his offer; various bartering offers are made until the customer is so tired of this technique that he will sign anything just to get out of there. This system was quite successful at its inception because the average customer was not informed, or had not shopped around. There are various other modifications to the Hull and Dobbs system. Newspaper ads are another means of selling automobiles -- often they misrepresent somewhat by showing a larger car in the picture than sells for the price quoted; by advertising executive cars which are really Rent-a-Cars that have been reconditioned; or by advertising brand new 1966 cars with low mileage, which are really used cars. Look for an honest dealer in purchasing your automobile. Most of them are honest; bad practices are atypical in metropolitan areas. They are sharp operators because they have to be; competition is so keen for the low margin of profit available in the automobile dealership. (In California, they sell payment, not price because the usury laws are so lax. Always ask what you are paying in interest.)

In an automobile dealership the profit margin for dealers is small. If financing through a dealer, be sure of what is paid in interest as well as the rate. Don't sign blank financing papers. Passbook loans are available for which the passbook serves as collateral for the loan.

Consuming persons in the automobile field have found that service is not what it is cracked up to be; low quality control levels of factories are a partial cause. The lack of qualified people in the auto service industry to service the volume of business done is another problem area. People are inclined to blame the dealers, but service is a large expense for the dealer.

The United Buyer's Organization sells cars to people in organizations at $100 over the invoice price. This is possible because UBO personnel contact dealers and tell them that a customer will be sent to him from a distance away who will not be coming to him for service, if he will sell a car to this person for $100 over invoice price. This is O.K. with the dealer because he will not have to pay for the servicing of the car. But the customer should be aware that what he saves in cost on his automobile, he may pay in traveling to pick it up or in servicing at his own expense. Also, this is $100 over invoice cost for the basic car only; the salesman or dealer makes the usual profit for extras. In buying a car be sure to get the best dollar buy as well as the best buy in service.

Ralph Nader's book Unsafe at any Speed is true; the auto industry should produce safer cars than it does. We need national motor vehicle acts for national motoring speed laws; licensing of drivers, dealers, and mechanics; and periodic examination of drivers, particularly the elderly. Also, sufficient time should be allowed for the automobile manufacturers to investigate safety standards which should be marketed to the consumer at a fair price. When mirrors were made standard equipment, the manufacturers charged the dealers $4.50 while mirrors were available cheaper elsewhere; so the dealers purchased them from the other source and then charged the consumer $4.50 when he could have paid the lower price, too.

One-third of the problems in the auto industry are caused by the manufacturer; one-third by the dealer; and one-third by the consumer who makes it difficult for the dealer to make a profit honestly. If you pay retail prices, you have a better chance of receiving good service. Allowing the dealer to make an honest profit allows him to give adequate service.

The salesman is paid upon delivery of a car. He receives about thirty-five dollars per car. In my dealership a questionnaire is sent out to see if the consumer is satisfied with his car, the service, the way the car was prepared; usually he is, but all complaints are investigated so good service is provided. My suggestion for the consumer is to go back to the salesman when the car is brought in for service, as the salesman can intercede either with the service department or the manager.

One problem with service is that dealers are overselling the volume of business which can be handled by their service department. The manufacturer claims that cars are better built to take less service so he can sell more cars. This is not true. The standard warranty is two years or 24,000 miles, whichever comes first. The Chrysler warranty is five years, 50,000 miles; glass is guaranteed for 1,000 miles against stress cracks. Nothing is warranted against personal negligence. This is a warranty, not a guarantee because the consumer has certain conditions to meet. The question is asked, "Isn't it part of the warranty gimmick by the manufacturer that it will be too much trouble for the consumer to live up to his part of the bargain?" Yes, this is a major fault of the consumer; manufacturer's requests are reasonable. If they didn't have any restrictions, people would never change their oil, knowing that when the engine burned up, the manufacturer would replace it.

Trading every three years is the most economical means of trading. This way there is a maximum depreciation balance; the car depreciates most its first two years. It is very costly to trade every year unless mileage is very high, as on business cars. The better the condition of the used car, the better you fare on a trade-in. A "cream puff" (an immaculate used car) may be worth many more dollars on a trade-in than a ragged car. But usually it is not worthwhile to fix body dents before trading; if a dealer can see that a car has been wrecked, even though it is fixed, the consumer is penalized. If a car is traded in every three years and is in good to excellent condition, you stand the best chances of getting a good, fair deal.

The manufacturer's instruction manual says what kind of gas should be used--which engines will function on regular gas and which need premium. The car should be timed to the type of gas being used. It is not necessary to buy the same kind of gas all the time--only truly different gas is the lead free fuel, like Amoco.

Air-conditioning in cars is a tremendously requested accessory. In premium class cars it is almost always present and is also being requested in one out of ten medium-priced cars. Be sure to buy an appropriate engine for the air conditioning; a larger engine is needed because compression takes some power from the engine. A six cylinder engine is not recommended. Factory installed air conditioning is far superior; it has a larger radiator and fan, heavy duty alternator and battery, and is installed in a more convenient place than one installed after the sale. It is also worthwhile to buy tinted glass.

Obsolescence in cars is planned. Parts are planned to last only for short life because people do not keep cars any real length of time. This usually helps cut the manufacturer's costs.

Marketing research tells how many people buy two-door hardtops, four-door hardtops, and the other styles of cars made. The dealer gets an IBM card with each car, which he fills out with the name and address of the consumer, his age, income level, what kind of car he traded in; this is returned to the manufacturer. From this, statistics are gathered about cars and the consumer population.

Tires on cars today are two-ply and four-ply rated. The two-ply tire has the same amount of rubber as the four-ply, but it is put on in two applications instead of four. Four-ply tires are better; tires on cars are too small now for the weight of the cars.

In buying used cars, the reputable dealer is a most important factor! A used car is a mystery both to the buyer and the dealer--a dangerous thing to buy. You may overpay for a new car, but with a used car you may overpay and get nothing. The average used car is only externally reconditioned and looks are supposed to attract you; so find a reputable dealer. Ask to take the car to your own mechanic. If he refuses, don't deal with him. Check the tires; if they are retreads, beware. He has probably skimped elsewhere as well.

Most women are suspicious of mechanics because they are unfamiliar with the area of mechanics and are afraid of being cheated. In general, unless you know the place well, don't tell them to do "whatever is necessary" or they will probably overcharge you.

Finally, I would like to stress once again that qualified people are needed badly in service! Academicians have gotten us into the machine age, but have not provided people to run the machines.

Education in Family Finance--Goals and Programs

Mr. Robert E. Gibson
Executive Secretary
National Committee for
Education in Family Finance
New York, New York

Why are we here?

State Departments of Education designated the members of this Conference as appropriate representatives for this area of the curriculum, and charged them with bringing back ideas and programs from the Conference to the various states. The attention drawn by this Conference should further Consumer Education in the United States.

The program in family finance has developed very much along the lines of the strategy of change in education. The Institute of Life Insurance provides money for the work of the National Committee without dictating policy. High quality people serve on the National Committee without compensation. The current members of the National Committee are:

Dr. Herold C. Hunt

Dr. Gordon N. Mackenzie

Dr. Clifford Bebell

Dr. Don Davies

Dr. Sam H. Johnson

Mr. Robert E. Murphy

Dr. Kenneth L. Peters

Dr. James F. Redmond

Dr. Rodney Tillman

Mr. Charles R. Tyson

Dr. Raymond R. White

Dr. C. Taylor Whittier

Dr. Fred T. Wilhelms

One of the stimulating influences on family finance education was a letter to Superintendent Herold Hunt from a former student asking why he hadn't been taught about consumer matters. This letter stimulated the development of a program for area schools. Dr. Hunt asked the Institute of Life Insurance for more help; from this request an experimental program was developed which has now grown to nineteen programs and seventeen summer institutes. Changes were made as time passed, one of which was suggested by Dr. Jean D. Grambs. It was a suggestion that the area of consumer education is important for elementary as well as secondary students, so discussion was begun on an area of involvement at the elementary level.

Another change was brought about when Mrs. Esther Peterson, Special Assistant to the President for Consumer Affairs, pointed out that 70% of the average family income goes to food, clothing, and shelter. She also pointed out that concentration was needed in consumer education on subsistence areas and providing guidance for wise choices in this area. Working with Mrs. Peterson and her staff has led to the development of the Conference for State Supervisors.

The consumer education movement was originally born out of the great depression of the 30's, when early radicals thought that business was at fault for the depression. Consumer Education was introduced in the schools to teach consumers to protect themselves against business and industry. Businessmen said they would not support the schools if this continued, so Consumer Education lay dormant for many years. Consumer Education in its new context now has a fine opportunity for rebirth. The Committee wants to provide leadership for this rebirth; to receive experimental and pilot program plans; to help fund some of these programs; to provide support in every way possible.

The role of the State Department of Education is going to be the most important in the next ten years. Much cooperative leadership will have to come from the State Departments. It has been said, "Curriculum is what happens after the teachers close the doors". So State Department leadership is required.

Everyone concerned with the "War on Poverty" feels that it has both its good and bad points. Persons working in it have mixed feelings about it. In addition to helping people learn skills to raise them from poverty to income, more should be directed in learning to spend their new income wisely. This is important for both low and high income level people, as illustrated by stories about the Negro domestic who had financed a television set, failed to make one payment, was notified that the finance company was coming to repossess her TV set, quit her job, locked herself in her apartment and barred the door so no one could get her TV. And a second story about a man earning $25,000 per year who called for help because with all his money he was in debt over his head from installment buying of luxuries.

Financial security and planning are most important in the world today; basic insecurity is inherent in life. A program like Consumer Education which helps individuals to cope with everyday problems may add a small bit of security in a world of insecurity--if so, the program will be most worthwhile.

Consumer Education should be included in general education for all levels, all ages, and at all levels of ability. Consumer Education offers an opportunity for more harmony and stability in the home. It affects every other area of living through the family's use of money for achieving its goals. One of the most pressing problems today is one of social justice--man's humanity to man is reflected by this area. One cannot appreciate the beauties of life if worried about money matters. Consumer Education does not offer a panacea, but relation of this area to people's ability to feel secure is important.

Television programs with most appeal feature stong individuals who can overcome tremendous odds. Perhaps this is a manifestation of the American dream of the ability to be self-sufficient--with a sense of personal worth and courage, no matter what the income level, race, vocation, sex, or creed.

If we can offer help in this area and help provide security and self-confidence, we can eliminate a number of problems. A lack of a feeling of success has bred much trouble in the United States today. A sense of frustration breeds trouble. We need to help people more effectively manage and provide security at least in the area of money management.

Consumer Education at Lincoln High School

Mr. David Schoenfeld
Teacher at Lincoln High School
and Education Consultant to
the President's Committee
on Consumer Interests

The approach used at Lincoln High is unique, as Consumer Education is based firmly on economics--how a consumer's actions affect him and the rest of the economy.

A discussion of the void in our curriculum in preparation of students for everyday living evolved into a plan for education in consumer economics at Lincoln High School. Permission for introduction of the program was given by the principal and we went to work without the benefit of an in-service course or workshop as preparation for the task ahead.

Consumer Economics is difficult to teach. We had to find ways to relate to the experience level of the students. We found no good textbook to use as a base, and we found that we could not talk in the abstract to high school students about economics. So we began to gather material for the program from television, the Government Printing Office, newspaper articles, magazines, and our own experiences. We found that student interest, generated by these materials or discussion, led to deeper exploration into texts in economics and additional sources of materials.

We began our program on an experimental basis with a one-year elective course in the twelfth grade for non-academic students. The academic students are now clamoring for the course, and the ones who are non-academic taking the Consumer Economics guard their rights to the program jealously because they now feel, "School has something for us". Some students who had never before done homework began to explore ideas on their own and really get involved in the work of finding out "what" and "why". They said they now could see a real reason for learning.

Teachers in other areas began to notice the enthusiasm of the students in Consumer Economics so they began to look for ways to incorporate Consumer Education into their areas in order to stimulate interest. So, this led to the formation of our teachers' committee for the conduct of the total Consumer Education program. We now have more than 21 teachers involved and the program begins down in the ninth grade. The teachers' committee helps to avoid duplication and provides for the cycle of learning with some teachers introducing concepts and others exploring them in depth. Each subject area concentrates on its functional role in the total view of the consumer and his functions. We have coordinated the program with community resources and work on this in mathematics, speech, English, social studies, and other areas. There are over 600 students involved.

We have found that it is well to have a separate course in Consumer Economics as well as segments of consumer education in other courses. Our first topic in the economics course is to study the effect of consumer action in the market. We discuss satisfactions, needs, wants, and deferred satisfactions, with the students calling the shots. They suddenly show interest and curiosity; and then you build on their curiosity. The course definitely varies from year to year--around the same principles or concepts--according to the needs, experiences and interests of the students.

Money as a topic of study grows out of the first topic because it is so tangible--every student has some in his pocket. We can move into a discussion of inflexible needs provided by money and this leads to discovering budgeting and planning for the use of money. You have to be careful about asking kids to tell you what parents or families spend their money on, but we do have frequent reports that the kids go home and educate the parents.

It is easy to define related practical experiences to motivate the students. This is often initiated several weeks in advance of the actual beginning of that topic. If you just ask the kids to keep a record of every penny they have spent for a two-week period--to get into budgeting, for example--they will be amazed because without the record they have little idea of how much they really spend. Then if you have them include money they have directly influenced the spending of, the sum is more amazing.

We use a portable television in initiating the study of advertising. Ask the students which show they want to see and then you can time with a stopwatch the length of the commercials in and around a program, count the number of commercials, study the appeal of the commercial, the content, and go into research on the cost, means of financing, and careers involved. Each kid finds something that he can relate closely with, and they all come up to a higher level of competency as consumers.

Since a textbook in consumer economics is outdated by the time it comes off the press, we have been using resource persons in every unit to give us current information and practical experience material. Consumer Education is biased--it is pro-consumer, but it is not anti-business, so we have very good cooperation from the businessmen of the community. Most of them subscribe to ethical practice and reliable consumer information. They are anxious to have the students interested in reading the papers, spending selectively, and being discerning citizens with their votes--political votes and dollar votes.

We believe that you cannot teach consumer economics without teaching basic economics. Our course includes three or four weeks on basic economic understanding: supply and demand; scarcity; choice; deferred satisfaction; opportunity costs; and economic vote. We apply the psychology of learning which proceeds from the general to the specific and then go back and review how this or that economic decision affects the consumer and how the consumer decision affects the economy.

Our program is alive and interesting to the students because we bring lots of actual materials, merchandise, and experiences into the classroom. It is alive because we pursue the students' interests and still accomplish course goals, rather than to pursue the course goals according to a set plan. Our course is alive because we use a variety of references, resources, and materials as supplements to the basic data of the text. I would say these are the things that make a good program in Consumer Economics.

Sources of Federal Assistance to Consumer Education

Mr. Arthur E. Rowse, Consultant
President's Committee on Consumer Interests

Mr. Richard Smith
Legislative Consultant
United States Office of Education

The Federal Government realizes the values of Consumer Education on many levels. The President's Committee on Consumer Interests is ready to help with projects in Consumer Education, as is the United States Office of Education. Last year the United States Office of Education doubled in size due to legislation; twenty-six programs were created or altered, amounting to three billion dollars.

Until recently, legislation was categorical as per subject matter area. These categories have now shifted and are being directed toward the individual's needs, especially in schools educating children from low income families. And, categories are shifted whenever certain spots in the curriculum need strengthening. They are now flexible; this flexibility is better for State Departments of Education. Initiative is on the local level as to how they feel they can reach their students. Schools propose what they want to do and if it falls within the categories, then the proposals are funded.

The following should give an idea of the aid available under the Titles of this United States Office of Education Act:

Title I - Aid to Disadvantaged Low Income Children
Various possible uses are listed in the booklet "Sources of Federal Assistance to Consumer Education", available through the Government Printing Office. Title I supervisory personnel would be eager to fund Consumer Education programs. They should probably not be entirely based on Consumer Education, but integrated with other areas; for example, remedial reading, math or English might provide Consumer Education reading materials or projects. At the secondary level it is possible that some primarily Consumer Education programs might be funded. When Title I projects are submitted, Consumer Education aspects should be emphasized.

Title II - School Library and Textbook Areas
Money is made available for purchases under this Title based on what local schools need.

Title III - Supplementary Education Centers and Services
This is a new area; local schools should be encouraged to be innovative to supplement schooling that is going on. Community-wide programs should be encouraged. The local school submits the project to the State Department of Education which recommends approval or disapproval to the United States Office of Education which then

approves or disapproves it. For example, if Consumer Education were used as a mechanism for teaching disadvantaged, it would be innovative; or if introducing an economics course would be supplementary, this would be considered as broadening the curriculum.

Title IV - University Oriented Educational Research
The United States Office of Education would fund projects in distributive education, marketing, consumer education, economic education, etc.

Title V - Strengthening State Departments of Education
A great part of the initiative is left with the State Departments of Education. They may add staff, publish materials, develop curricula, etc.

If passed, this year's bill doubles the money available for new ideas and new projects. The United States Office of Education realizes that the program is moving awfully quickly, which makes it difficult for schools to fully analyze their situations and prepare proposals.

If Consumer Education is to be brought into local schools, the initiative must be at the local level to get aid from the United States Office of Education. And State Departments of Education must encourage this local initiative.

Provisions of the Higher Education Act of the United States Office of Education are as follows:

Title I - Community Service and Continuing Education
The state (preferably the state university) presents a plan stating the needs of a community--perhaps in Consumer Education--or possibly an adult seminar. This is almost without limitation so long as it meets needs of the community. This is primarily for large cities and low income families. Schools or communities desiring aid contact the state agency for Title I projects to see that Consumer Education or other interests are included in the plan for the state. After the State Plan has been approved by the United States Office of Education, then the university or agency funds the private programs. Consumer Education could well be an area in this Title. Call the United States Office of Education to find who is the state agent in your state if this fact is not known, and get the agency to add Consumer Education to the plan.

Title IV - Student Assistance
Grants, workshops and loans are available. No student need go without a college education because of lack of money. Guaranteed bank loans, not paid while in school, are available. After graduating, a student has ten years to pay at a 3% interest rate; he need not have financial considerations for loans. These loans may help middle income students. The only limitation is that students from families grossing over $15,000 per year may not be eligible.

Title V - Teacher Programs (Teacher Corps) for Areas of High Concentration of Low Income Families
Perhaps you could contact Teacher Corps training institutions to

get them to include Consumer Education. Teacher fellowships are available to continue graduate education in approved programs.

Title VIII

This Title amended NDEA to add the subject areas of economics, civics, and industrial arts. Universities should ask for Institutes in economics for teachers, and include Consumer Education.

In Title I projects an educational need must be proven. Show reading ability scores, for example--IQ scores. What would be acceptable "needs evidences" for Consumer Education in the community? How do you evaluate the effectiveness? How do we think of needs for consumer education--court records of bankruptcy, or divorce for financial incompatibility? These may be too remote. A test for vocabulary and grasp of purchasing practices? Scores from these tests might be good evidence. Welfare and Housing authorities may have evidence. Children are not getting Consumer Education because the parents need it. Children are not getting it in school, so they are not getting it at all. A justification on this basis might prove need. Standardized tests for economic competence are available. A tangible score in economic literacy could be attained for a school or community.

Why is it necessary to submit evidence to the United States Office of Education, showing a definite need? Why is the judgment of local educators not sufficient? To meet the provisions of law, the United States Office of Education must ask for specifics. Congress asks for specifics before it will grant more money; the United States Office of Education must be able to provide these specifics for Congress.

What is the philosophy of proving projects? States have free initiative, but the United States Office of Education passes judgment. This makes educators feel that their judgment is questioned. Does this create resentment? Many people in the United States Office of Education and Congress openly doubt local competence. Many people feel that not enough progress is being made fast enough at the local level and they want to speed things up. These people do not agree on how to accomplish this, though.

The Board of Education is often a stumbling block for local schools. Often a Board will be stubborn, and will not be convinced of the worth of programs; therefore the programs often are not passed. Right now there is great concern in Congress for American education. Local districts can use this concern to their advantage.

A person is needed in each State Department of Education as a specialist in getting grants. Large city school systems have large staffs of federal coordinators. State Departments of Education can get funds to procure federal coordinators.

Problems in our Changing Economy

Dr. Spencer Smith, President
Consulting Services, Inc.
Washington, D. C.

"In the pursuit of his creature comforts, has man lost his soul?"
- C. P. Snow

"Surfeited by pampering services and luxurious commodities, has man lost his identity or reason for living?"
- J. K. Galbraith

Problems! Problems! Problems! Problems of teen-age masculinity and feminity--all kinds of books on these problems are available. But what is the major problem in our economy? There are no books with simple answers to the economic problems.

During wartime we produced overwhelming amounts of goods; we put out "guns and butter" at home. The standard of living went up every year during the war, and we raised the standard of living in other countries. No society since the beginning of time has created such a variety of goods and services and simultaneously maintained combat forces.

Sometimes there are peculiar lessons in history. The "Gay Nineties" weren't gay, as there was money panic in urban areas, so why call them gay? It is so termed because most areas in the United States were not affected by money--only "circus money". Hard money was not possessed by the family. The average money income was $395 per farm. Families produced their own goods. During the "Roaring Twenties" wars quickened the pace of life. Perhaps there was a fatalistic attitude. After the war was a return to normalcy, with private economy roaring, super prosperity a fact, and an absence of big government. Men of action in private finance represented capitalism in its Golden Age. What happened to the economy? The "Depression". Roosevelt dragged people in from all walks of life to find out what happened to the economy. There was a lack of distribution of income; investment stopped. Consumers didn't have money to bring goods and services off the market, so things ground to a halt. The "New Deal" was developed--a gathering in of the cards to be redealt--to change the distribution on a fair basis. Then there were the "War Years", from 1940 to 1949. We developed the ability to finance tremendous production out of growth--a burgeoning prosperity. The years of 1950 to 1959 were marked with "Hesitant Progress". We experienced an economic reappraisal. We searched for a plateau, and a balanced budget--a drastic measure because cutting of expenditures is a cutting of income which decreases the total revenue. 1960 began the decade of the "New Frontier" and the "Great Society". Get the country moving--finance out of growth--cut taxes, because high tax rates cut down on growth. This worked as predicted--the "Great Society" was meant to use money from growth to help people. This would have worked also, except for Viet Nam. Now several alternatives exist--but should we incur federal deficits or give up the "Great Society"?

We have a problem of centralization of industry. With the increase of urban population we have increased social burdens on city and state governments. Have we ruined our country in growing? What impact has urbanization had on our natural resources? It would cost $25 billion to prevent air pollution. Polluted water must be cleaned up. We have spent $67 million so far; bills amounting from $12 to 15 billion are in the House now, and it will cost another $30 to 40 billion to finish the job. Then what about creation of recreation areas? Are we concerned about the quality of our environment?

In reference to education, industry wants generalists. Military service is providing a supply of trained technicians. Which way should educators turn? In reference to moral problems, children are looking for standards as performed by adults. Children see us for what we are, not what we say we are. On the problem of a balanced economy, textbooks used to explain everything quite neatly. But things do not work so neatly anymore. Interest rates work on small farmers and businessmen. GM is not restrained by raising interest rates. The labor force has problems. Labor is concerned with growth; and government, as a regulator, is in a bind. What has worked? Moral suasion on the part of the government, threatening, some direct action--these have worked well in the past. But people do not like it because it is not definite. Our public transportation problems are due to vested interests. We need better public transportation in and around our cities, and apparently are going to have a regulatory agency, but what? We have to do something about the railroads. Railroads represent a heavy capital investment which will make profit only if used to the fullest. Raising the price doesn't help promote use. Transportation regulation will be improved when we abandon regulation by commissions and provide direct control by the government of private facilities. Television is an aberration; we need critical, serious regulation in terms of the FCC. The gold bullion standard is a problem. Gold can't circulate. By the gold bullion standard, 40% of federally issued money is covered by gold. Now it is down to 25%, so people are trying to hold hard currency. We are losing gold because of foreign aid, so there has been a trimming of foreign aid. Charles DeGaulle is about to be cut off at his pants pockets. We need to support the elimination of the gold standard.

What do we do about education of youngsters for money matters? We have the problem of government economics opposed by personal economics. Hopelessness in general leads to poor operations on the part of the person. What should we do? Many industries who serve consumers directly operate on consumer ignorance. Consumers are not able to be expert on the many types of goods and services we use. In addition to the things we buy, we use many kinds of programs--pension plans, insurance programs, health plans, and investment programs. Kids should learn simple interest; carrying charges; interest computed quarterly. No child should ever be graduated who couldn't compute interest. Serious attention is needed because everyone is affected and it is very costly. Truth in packaging--what does this mean to the average person? Stock prices go up and down; more people own equity stocks, but they aren't informed. Everybody doesn't need to be an accountant; but everybody does need to know about general concepts of economic life for the individual and the nation.

APPENDIX D

INTERFEST AREA GROUP REPORTS

(Reports are as submitted by the groups and as presented to the Conference during the Summary Session.)

REPORT SUBMITTED BY THE GROUP ON HOME ECONOMICS

I. Definition of Consumer Education

Consumer Education in Home Economics includes decision making and organization of activities involved in the use of resources and services for defining and achieving goals of families in light of values and attitudes as related to the economy.

II. Concepts of Home Economics for Consumer Education

1. The family economy affects and is affected by the larger economy.
2. Consumer rights and responsibilities are involved in fulfilling one's role as a consumer citizen.
3. Individuals and families have responsibility to provide for their welfare beyond the basic expectation of and protection provided by society.
4. Conditions in society influence the availability and use of resources, therefore affecting the stability of the consumer.
5. Individual and family choices influence and are influenced by:
   - values, goals, attitudes;
   - income and/or goods and services available;
   - supply and demand;
   - market conditions and marketing practices.
6. Home management includes the processes of decision making and use of human and material resources in carrying out the consumer role.

III. Current Practices at the State Department Level

1. In-service training for teachers
   - Workshops in Consumer Education, sponsored by:
     - State Department of Education
     - Teacher Education of Universities and Colleges
   - Course requirements, pre-service
     - Economics or Consumer Economics
   - Meetings which include Consumer Education
     - Regional meetings for teachers
     - State Conferences for teachers
2. Instructional materials for teachers
   - Curriculum Guides Development (including Consumer Education information)
   - State Curriculum Committees of Home Economics teachers, teacher educators, administrators, state staff, and subject matter specialists to develop plans and procedures for curriculum development
   - Teacher evaluation of curriculum materials, in the classroom, and a recording of needed changes
   - Revision of materials for suggested curriculum guide
3. Cooperation with organizations and groups such as:
   - Consumer Leagues
   - Agricultural Department

    - Retail Merchants Association
    - Power and Light Companies
    - Health and Welfare Departments
    - Housing Authorities
4. Youth groups
    - Future Homemakers of America activities such as:
      State and national projects
      State and local programs of work
      Degrees of Achievement programs
      Joint programs with other youth groups
5. Adult groups
    - Workshops and meetings
    - Consumer classes
    - Radio and television programs

IV. Recommendations for Expanding and Developing Programs

1. State staff improvement and upgrading of personnel
    - Encourage employment of a coordinator of Consumer Education
    - Study to identify need for innovation section in the Department of Education
    - Plan ways to help state school administrators to understand the Consumer Education program
2. Research and evaluation (surveys and studies) at the state level
    - Study of what is being done in Consumer Education
    - Evaluation of present programs and offerings
    - Set up continuing research and evaluation program (follow-up)
    - Encourage the development of pilot programs
3. In-service programs for teachers in Consumer Education at the state level
    - Develop programs for Educational TV
    - Cooperatively develop additional ways to include Consumer Education in vocational and general education programs
    - Follow up the work and/or programs of teachers who have participated in family workshops. Evaluate periodically and use findings as a basis for improving programs and family finance workshops
4. Program development, instructional materials and teaching aids at the state level
    - Prepare a bibliography for teachers
    - Institute a State Program Committee to:
      Define basic principles or the generalizations that apply to or are persistent factors for all subject matter
      Develop the big concepts in subject areas or departments
      Pilot a program using this basic structure

REPORT SUBMITTED BY THE GROUP ON BUSINESS EDUCATION

Business Education has a unique place in teaching, coordinating, and initiating Consumer Education. Most teachers of business subjects have had courses in Economics, Business Organization and Management, Sociology, and Accounting and Bookkeeping. This excellent background furnishes an effective and understanding approach to teaching courses in Consumer Education.

Reports by the United States Office of Education indicate that pupil enrollment in Business courses is second only to that of Academic courses. However, it is first in pupil enrollment in the elective field; thus, a significant number of students gain a consumer background through Business Education. This fact is important because high school is terminal for many Business students.

A cursory survey of Business offerings show that most of these subjects lend themselves very readily to teaching consumer education and developing better understanding and communication in basic concepts of economics.

It is also worth noting that many Family Finance Workshops are sponsored or conducted by Business educators.

I. Objectives of Business Educators

1. Introduce the students to ways of making discriminating selections of common services and goods
2. Help students acquire economic understandings needed for effective living in our complex society
3. Develop an attitude in students for the wise management of their money.
4. Promote understanding of basic economic concepts through the utilization of the student's concept of values

II. Current Practices

1. Many states have Consumer Education courses as a part of the Business program
2. Many teachers of business subjects have participated in various Family Finance Workshops
3. Leading publishers of Business Education books have textbooks on Consumer Education
4. Business firms, trade associations, and manufacturers furnish a huge amount of free and inexpensive educational materials usable in Consumer Education
5. Many state offices sponsor and cooperate in sponsoring workshops in Consumer Education
6. Consumer Education is taught in sequential units in General Business and as related units in Bookkeeping, Recordkeeping, and Introduction to Business courses

7. A number of state departments publish guides that have a considerable amount of material on Consumer Education

III. Recommendations for Expanding and Strengthening Consumer Education

1. Use resource persons as a means of achieving total or near total school involvement in Consumer Education. In this way specialists in subject fields can be used in an effective program of Consumer Education.
2. Determine what is being accomplished in Consumer Education on state, area, and local levels
3. Have State Departments of Education promote or initiate conferences in classroom implementation of Consumer Education
4. Have State Departments of Education designate or provide consultant services in Consumer Education
5. Encourage the business world and labor to cooperate in the Consumer Education program
6. Make Consumer Education available to all students

IV. Conclusion

With a more concerted effort on the part of state department administrators and teachers, public schools could do a more adequate job of teaching these economic competencies. The American business world is not restricted to the individual who participates directly in it; this participation is shared by everyone. Our strength can only be measured by our people's appreciation and understanding of these basic economic facts. Reversing an old axiom, ignorance of American business practices could breed contempt.

REPORT SUBMITTED BY THE GROUP ON ADULT EDUCATION

I. Consumer Education for Adults

Concern for the consumer has now assumed a position of national prominence. State Departments of Education must assume leadership in the process of providing the kinds of education which will make possible the involvement of all adults who recognize the need for more information which will assist them to become more knowledgeable participants in the marketplace.

It has been said of the adult segment of our population that we are a nation of economic illiterates. If we accept this contention it would appear that the simplest method of changing that condition would be to arrange our public school education in such a way that we might reasonably expect to achieve, as a result of the arrangement, students trained in the art of making choices in the marketplace.

While the assumption is basically sound, it can lead to an oversimplification. Our present group of adults will not be exposed to the education which can be provided our youth. In addition, the fact remains that due to the constantly changing character of the marketplace, we can never hope to provide sufficient information to the youth of today, which, as the adults of tomorrow, they can translate into competent action.

Even the most cursory examination reveals that the adult population in this country is, indeed, in need of appropriate education if it is to function effectively in the marketplace. The complexity of the situation is compounded by the existence within the adult group of a large number who are not only economically deprived but educationally illiterate. The problem created for the adult educator is thus two-sided and the possible approaches toward solutions are many. The nature of this summary statement makes unnecessary an attempt at an exhaustive listing of those solutions.

It may be useful, however, to point to the common areas in which concern for adult education is predominant. It is to this vary area that State Departments of Education must direct some very serious scrutiny. The conclusions arrived at as a result of the investigation will serve as a point of departure. The process clearly involves asking these questions:

1. What is our objective?
2. What are we doing to achieve our objective?
3. What might be done to enforce, expand, and enhance what we are now doing?

When these questions are directed to adult education as it is now conducted in and through our public schools, it soon becomes apparent that much is being done. However, it is impossible to escape the conclusion that because only a segment of our total adult population is exposed to the program in our schools, much more should be done to attract larger numbers to the exposure. It also follows that since participation by any adult in the formal adult education process is voluntary, other agencies and forces must become involved. The dilemna is one that cannot be solved by the state departments acting alone. Coordination of the activities of all agencies involved in and responsible for making our adult population more knowledgeable and competent need not necessarily be the exclusive province of the State Departments of Education. It can be, but the coordination would appear to be more fruitful when it stems from a series of mutually arrived at understandings.

Who does it, should really not be the point at issue. Far more important is that it be done. No effective force can be left out of the process. The State Departments of Education can render distinct services in this connection for it is probably in the best position of awareness of the existing resources which can be brought to bear on the situation. Somewhere in the process a very important decision must be made--to which an agency or group of agencies shall be assigned the task of out-of-school education of the adult. For the school cannot and should not be expected to undertake the whole job alone.

In the case of the illiterate adult, the situation is somewhat similar. However, it would appear that during the time required to raise the individual adult out of the state of illiteracy, the State Department of Education can render a most useful service by seeking to coordinate all forces at the state level which, when effectively coordinated, can best achieve the desired results and then adopt a policy which will lead the local school agency into a similar coordinating and marshalling of internal and external forces in order that the education of the adult can be most readily and effectively achieved.

The role of the teacher in the successful implementation of policy designed at the state level can never be over-emphasized. The State Department of Education must be ready and willing to exert every effort to assume a leadership role in two areas of teacher training: Preservice and in-service. In the realm of pre-service training, the department should employ all means at its disposal to encourage teacher training institutions to engage in a study to determine whether or not teacher training programs are now of such a nature that participants in those programs are adequately prepared for the job ahead. This does not mean solely a command of subject matter and techniques. It also implies that tomorrow's teachers must be conditioned to approach assigned tasks and students with an open mind, a willingness to experiment, and a desire to bring to bear upon any given learning experience all kinds of resources from within and outside the school community. The state department can assist materially in the in-service programs by promoting research and pilot projects which will have as their objective the fulfillment of the common needs of teachers on the job and by making available to the individual teacher every resource which can be useful.

If adult education is to be attractive and meaningful to adults, the State Department of Education must exert every conceivable influence to make certain that no adult desirous of education will be unable to get it because a competently trained teacher is not available.

At the present time education for adults for the specific purpose of increasing effectiveness in the management of resources is being sponsored by several subject matter groups and specific acts of legislation. Adults are receiving education for economic competence in business, distributive, agricultural, and trades and industrial education programs. Education is these areas prepares the student to enter the labor market or gain increased skill in a given occupational field. Each of these educational programs gives emphasis to the consumer aspects of living in the community.

Special legislation has provided for adult Basic Education as well as special Vocational Training under the Manpower Development Act.

An integral part of education for home and family living (homemaking education), is that of personal and family money management. Specific courses are carried out in local schools for the purpose of helping adult homemakers, both men and women, identify values and goals which may influence decisions made concerning use of resources. Such classes have carried titles such as:

Personal and Family Money Management
Stretching the Family Dollar
Consumer and the Law
Home Management
Planning for Retirement
Family Food Management
Clothing Management
Housing and Home Furnishings

Occupational training programs in jobs using the knowledge and skills of home economics are being offered to adults. These programs assist in providing specific skills to enable the adult to be gainfully employed, thus becoming a contributing member of the consumer world. Specific jobs for which training has been done are:

Homemaker's Assistant
Food Service Worker
Clothing Maintainence Specialist
Child Care Worker
Management Aide
Companion to Elderly

Instructors are encouraged to use "live" resources--drawing from other school faculty members as well as persons from the community to make the educational process more compatible with the interests and concerns of the consumer.

II. Recommendations

We, as a committee, are aware of the work being done in the area of Consumer Education by the various agencies of the State Departments of Education for the Adults, but we feel the following recommendations are in order:

1. We recommend that plans be made for identifying key concepts and generalizations in the area of Consumer Education appropriate for adults.

2. That comprehensive pre-service training for teachers of Consumer Education be initiated through State Departments of Education in cooperation with state colleges and universities to provide a program for the preparation of teachers of Consumer Education.

3. That State Departments of Education promote increased activity in the field of in-service work for teachers of Consumer Education with emphasis upon concepts, techniques, and materials.

4. That state department personnel encourage use of in- and out-of school resources.

5. That the coordinator of Adult Basic Education make an effort to become acquainted with all state department subdivisions and those other State and Federal agencies having an interest in Consumer Education.

6. That State Departments of Education engage in and encourage the establishment of research projects and pilot studies designed to fill the needs outlined in Mrs. Esther Peterson's Report to the President which indicates that..."There is an urgent need for more and better informational and educational programs directed toward persons with limited incomes, the elderly, the non-English speaking, and the poorly educated."

REPORT SUBMITTED BY THE GROUP ON TOTAL SCHOOL APPROACH

I. Statement of Belief

Since individuals at each stage of the family cycle affect and are affected by the economy in a democratic society, it is both appropriate and essential that the educational system provide learners with opportunities to develop concepts, attitudes, and skills which will equip them to make rational choices in the economic structure.

II. Objectives

1. Prepare youth to function effectively as consumers.
2. Provide tools for making rational choices.
3. Identify the basic concepts that form the curriculum framework.
4. Develop means for articulation at the various levels and between areas of instruction in the total education program.
5. Encourage local schools to experiment in order to achieve dynamic programs.
6. Provide opportunities for personnel to update knowledge and experience.
7. Set the stage for stimulating interest at state and local levels.
8. Provide opportunities at the pre-service level for students to develop competence in teaching consumer education.
9. Identify and utilize resources for establishing programs and providing effective curricular and instructional materials.
10. Cooperate with groups and agencies interested in providing educational programs in the field of consumer education and family finance.

III. The Present Situation in States

1. There is a lack of information regarding the extent to which consumer education is taught.
2. Some members of State Departments of Education are involved in the consumer education movement.
3. Special appropriations have been made for economic education by two State legislatures.
4. Courses in Consumer Education and Family Finance are available in institutions of higher learning at both pre-service and graduate levels.
5. Some states have either organized or have plans to organize State Councils on Economic Education.
6. A Director of Consumer Education has been named in one state.
7. In one state, the Consumer Education movement has been initiated and promoted through the Division of Instruction rather than specific service areas.
8. One state reports the formation of an advisory committee on Consumer Education as an outgrowth of the Consumer Council.
9. The major responsibility for teaching Consumer Education has been delegated to a limited number of subject matter areas.
10. Two states are conducting surveys to determine the extent and status of Consumer Education in all schools.

11. Home Economics curriculums include concepts and skills in Consumer Education as an integral part of the various areas of subject matter.
12. One state is developing curriculum for a semester course in Consumer Decisions.
13. Several states have a nucleus for initiating programs that could materialize and develop with state department leadership and local school cooperation.

IV. Taking Action at the State Level

1. Make an assessment of various state and local agencies to determine the nature and extent of existing Consumer Education programs.
2. Formulate a tentative plan for establishing programs based on existing practices and what is feasible to accomplish.
3. Arrange inter-agency conferences with representatives of instructional areas and directors of title programs for the purpose of:
    - Creating interest in Consumer Education
    - Determining common objectives
    - Determining extent to which Consumer Education is being taught
    - Developing means of introducing Consumer Education into the curriculum
    - Providing leadership in development of instructional materials
    - Providing leadership in curriculum development
    - Identifying resources at local, state and national levels
    - Strengthening pre-service and in-service educational programs
    - Assisting in the development of evaluation procedures

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